SPECIAL EDUCATION INFORMATION HANDBOOK 1984

83-43787

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PREFACE

This publication combines references to legislation, regulations, policies, and resources pertaining to the education of exceptional pupils in Ontario. It is intended to serve as an information resource to assist trustees and administrators in implementing, reviewing, and evaluating special education programs and services.

This publication replaces the Special Education Information Handbook 1981.

It is the Ministry of Education's intention to update this handbook regularly. Suggestions for improving this document may emerge as a result of its use. These may be submitted to:

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PART I: ONTARIO'S APPROACH TO SPECIAL EDUCATION

1. Provisions For Pupils

In accordance with the Education Act and regulations, by September 1985:

- each Ontario school-age pupil is entitled to access to publicly supported education in the pupil's language of instruction, regardless of the pupil's special needs;
- pupils who are exceptional are entitled to special education programs and services suited to those needs;
- parents or guardians of exceptional pupils shall be interviewed with respect to the identification and placement of such pupils.

2. Basic Principles

Programs and services for all pupils in Ontario, including those who are exceptional, are provided in accordance with the requirements of the Education Act and with principles articulated in the following circulars:

- Schools General: The Foundations of Curriculum in the Elementary and Secondary Schools of Ontario
- Circular P1J1: The Formative Years, 1975
- Ontario Schools, Intermediate and Senior Divisions (Grades 7-12/OACs): Program and Diploma Requirements, 1984

These principles include the following:

- All persons have a right to education; society has an obligation to provide an opportunity for education through schooling.
- All pupils should have equality of educational opportunity and a curriculum of a high quality appropriate to their needs, abilities, and interests.
- Learning is a lifelong process, and every person should be given opportunities to acquire the attitudes, skills, and habits that will enable him/her to derive maximum benefit from the learning opportunities he/she encounters in life.
- Both the program and the environment of the school should reflect respect for the worth of the individual and respect for the differences among individuals and groups.

- -- Each student should have access to an educational program that fosters his/her physical, social, emotional, intellectual, and spiritual development.
- -- Each person has unique needs that must be recognized and planned for in the curriculum so that each person can function effectively as an individual, as a member of a family, as a worker, and as a member of society and the global community.
- -- The school and its program should reflect recognition of, and support for, the role of the family in the nurturing and education of the young.
- -- The school and its program should reflect a balance between the rights of the individual and the needs of society.
- -- The school and its program should continually anticipate the future and strive to respond to changes in society to enable students to live effectively in a changing environment and to use their skills, imagination, and creativity to shape their world.
- -- There should be co-operation and a willingness to share responsibilities among all parties responsible for schooling: the Ministry of Education, school boards, parents, students, teachers, the community, and other ministries and agencies.

3. The Goals of Education

The goals of education in Ontario are as follows:[1]

> The Ministry of Education in Ontario strives to provide in the schools of the province equal opportunity for all. In its contribution to programs, personnel, facilities, and finances, the ministry has the overall purpose of helping individual learners to achieve their potential in physical, intellectual, emotional, social, cultural, and moral development. The goals of education, therefore, consist of helping each student to:
>
> 1. develop a responsiveness to the dynamic processes of learning

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[1] Ministry of Education, Ontario, Ontario Schools, Intermediate and Senior Divisions (Grades 7-12/OACs): Program and Diploma Requirements, 1984. (Toronto: Ministry of Education, Ontario, 1984), p. 3. Henceforth cited as OSIS.

Processes of learning include observing, sensing, inquiring, creating, analysing, synthesizing, evaluating, and communicating. The dynamic aspect of these processes derives from their source in many instinctive human activities, their application to real-life experiences, and their systematic interrelation within the curriculum.

2. develop resourcefulness, adaptability, and creativity in learning and living

These attributes apply to modes of study and inquiry, to the management of personal affairs such as career plans and leisure activities, and to the ability to deal effectively with challenge and change.

3. acquire the basic knowledge and skills needed to comprehend and express ideas through words, numbers, and other symbols

Such knowledge and skills will assist the learner in applying rational and intuitive processes to the identification and solution of problems by:

-- using language aptly as a means of communication and an instrument of thought;
-- reading, listening, and viewing with comprehension and insight;
-- understanding and using mathematical operations and concepts.

4. develop physical fitness and good health

Factors that contribute to fitness and good health include regular physical activity, an understanding of human biology and nutrition, the avoidance of health hazards, and concern for personal well-being.

5. gain satisfaction from participating and from sharing the participation of others in various forms of artistic expression

Artistic expression involves the clarification and restructuring of personal perception and experience. It is found in the visual arts, music, drama, and literature, as well as in other areas of the curriculum where both the expressive and receptive capabilities of the learner are being developed.

6. develop a feeling of self-worth

Self-worth is affected by internal and external influences. Internally it is fostered by realistic self-appraisal, confidence, and conviction in the pursuit of excellence, self-discipline, and the satisfaction of achievement. Externally it is reinforced by encouragement, respect, and supportive evaluation.

7. develop an understanding of the role of the individual within the family and the role of the family within society

Within the family the individual shares responsibility, develops supportive relationships, and acquires values. Within society the family contributes to the stability and quality of a democratic way of life.

8. acquire skills that contribute to self-reliance in solving practical problems in everyday life

These skills relate to the skilful management of personal resources, effective participation in legal and civic transactions, the art of parenthood, responsible consumerism, the appropriate use of community agencies and services, the application of accident-prevention techniques, and a practical understanding of the basic technology of home maintenance.

9. develop a sense of personal responsibility in society at the local, national, and international levels

Awareness of personal responsibility in society grows out of knowledge and understanding of one's community, one's country, and the rest of the world. It is based on an understanding of social order, a respect for the law and the rights of others, and a concern for the quality of life at home and abroad.

10. develop esteem for the customs, cultures, and beliefs of a wide variety of societal groups

This goal is related to social concord and individual enrichment. In Canada it includes regard for:

-- cultural diversity;
-- national identity and unity.

11. acquire skills and attitudes that will lead to satisfaction and productivity in the world of work

In addition to the appropriate academic, technical, and interpersonal skills, this goal relates to good work habits, flexibility, initiative, leadership, the ability to cope with stress, and regard for the dignity of work.

12. develop respect for the environment and a commitment to the wise use of resources

This goal relates to a knowledgeable concern for the quality of the environment, the careful use of natural resources, and the humane treatment of living things.

13. develop values related to personal, ethical, or religious beliefs and to the common welfare of society

Moral development in the school depends in part on a consideration of ethical principles and religious beliefs, a respect for the ideals held by others, and the identification of personal and societal values.

The preceding goals are not arranged in any hierarchical order, nor are they discrete categories from which a checklist should be made. The integrated nature of learning and the complex pattern of human development preclude such a sequential or fragmented approach. The translation of the goals into curriculum objectives, however, will undoubtedly result in sequences of learning appropriate to the particular levels and stages of development of the students for whom programs are being planned.

4. Schools General

The following statements concerning exceptional pupils are set forth in Schools General:[1]

> All students in Ontario, including those who are exceptional, are entitled to a publicly supported education in which instruction is geared to their needs, interests, and developmental levels. The education of all students is enhanced by positive teacher-parent relationships. In special education, legislation requires that parents be involved in the assessment, identification, placement, and review process for all exceptional pupils.

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[1] Ministry of Education, Ontario, Schools General 1984

Each school board in Ontario has procedures to assess the learning needs and abilities of children entering school for the first time. When a learner is considered to have special needs or abilities, he or she will be referred to an Identification, Placement, and Review Committee. This committee will arrange for additional, specialized assessments that will assist in determining whether the student is exceptional.

Cultural, linguistic, or socio-economic differences among students are not in themselves determinants in the identification of a learner as exceptional.

When a student is identified as exceptional, the committee will recommend a special education placement appropriate to his or her educational needs. In recommending a placement, the committee considers the full spectrum of delivery and organizational possibilities. It is not expected that each board will be able to provide all the possible alternatives in that spectrum. Some boards may wish to enter into agreements with other boards for the provision of certain special education programs and services. Boards may also wish to appoint individuals to provide additional, related, professional or para-professional services.

To assist teachers in providing equal educational opportunities for all learners, the Ministry of Education publishes a variety of curriculum documents. Exceptional students require special teaching strategies, personnel, facilities, equipment, and curriculum modifications. Special education support documents are designed to help teachers develop and deliver special education programs to meet the needs of such students. These programs must be based on, and modified by, continuous assessment and evaluation, and must include a plan containing a statement of specific objectives and an outline of the educational services that meet the needs of each exceptional pupil.

5. Circular P1J1: The Formative Years

The following statements on individual differences and special needs are from Education in the Primary and Junior Divisions[1], which is a resource guide to Circular P1J1.

Individual Differences

Implicit in the philosophy of this document is the idea of acceptance -- the acceptance by the school of all children with their wide variations in ability, physique, and personality. As children develop, they exhibit differences, not only one from another, but also within themselves as they seemingly spurt ahead at one moment only to slow down the next as though on a plateau.

There is a particularly wide variation in the development of children towards the end of the Junior level. The same child may even vary in the maturity of his or her behaviour from day to day. Differences in the development of boys and girls become especially evident at this time. Some girls begin their growth spurt as early as ten years of age and most of them reach skeletal maturity well in advance of the boys. Mental ability and social maturity have a significant, though low, relationship to physical size and pace of development. Thus the fast-developing children who grow more quickly and enter their growth spurt earlier often appear to be more able. For this reason, it is generally considered that girls have a distinct advantage over boys in some areas of development at this stage.

Special Needs

While the sensitive teacher will anticipate wide variations and be prepared to cope with them, it is occasionally necessary to accept the fact that there are children who show such divergence in their physical, intellectual, communicative, social, or emotional development that major curriculum modification and/or special services must be provided for them. The objectives of such special services or curricula are no different from those outlined in this document. The focus is still on the individual and his or her optimal development as a skilled, free, and purposeful person, able to manage himself or herself in an open society.

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[1] Ministry of Education, Ontario, Education in the Primary and Junior Divisions (Toronto: Ministry of Education, Ontario, 1975), pp. 10-12.

Children with physical exceptionalities need opportunities to explore their environment and to expand their perception of the world. Essential to their perceptual and conceptual development are sensory experiences with all sorts of manipulative materials. They need opportunities for movement and play, even in a wheelchair.

Children who are intellectually handicapped may need, for longer periods than other children, a curriculum that is concrete, emphasizing multi-sensory and manual experiences. They also may need more guidance and structure for reading and number work. Only teacher experimentation and observation will provide the proper basis for decisions about what the child needs.

On the other hand, children who possess unusual talents in the arts, or who are intellectually gifted, also have needs that should be recognized. With some adjustments to the curriculum, such as more opportunities for independent exploration or creative work, their strengths can become both a personal and a social resource.

Before interpreting the difficulties of children with communication exceptionalities, the teacher must know how most children normally acquire and use representations and symbols and how they communicate through gesture, movement, play, picture, and language. Such knowledge provides a necessary basis for choosing appropriate learning activities for children with difficulties.

Every exceptional child has the right to be part of the mainstream of education to the extent to which it is profitable. Care, however, must be taken to ensure that the exceptional child's needs are met in terms of staff, curriculum, method, materials, and organization. If the child meets too many frustrating situations, or experiences too much failure, behavioural problems such as withdrawal or aggression may result. The capable teacher will use the child's strengths in group work and focus on problem areas when working with the child alone. In addition, full use should be made of all the supportive services available to the school.

6. Ontario Schools, Intermediate and Senior Divisions

The various special education programs and services available in Ontario are described in OSIS:[1]

> Universal access to education is fundamental to our society. Special education programs are designed to ensure access by exceptional pupils to an education based on the goals that underlie education for all students.
>
> The needs of an individual exceptional pupil are delineated by an Identification, Placement and Review Committee of the board. Five broad areas of exceptionality - behavioural, communicational, intellectual (including gifted), physical, and multiple - provide a preliminary understanding of the range of differences for which provision must be made.
>
> Special education programs may be located in one or more of the following settings: the regular classroom, a resource setting, a self-contained class, or a special school. The setting or combination of settings should be carefully chosen so that the exceptional pupil can benefit from the school as a community.
>
> Learning experiences must correspond with the pupil's needs, abilities, interests, and aspirations but may differ in content, process, product, and evaluation. Special education programs, therefore, will involve modifications to the kind, breadth, depth, and pace of these experiences. In some cases these modifications may be relatively simple; in other cases they will be more extensive. The assistance of additional professional staff and the use of specialized equipment or facilities may be required.
>
> The principal plays a critical role in encouraging the flexible organizational structures and the optimum use of school and community resources that a dynamic and stimulating special education program requires. It is the principal's responsibility to:
>
> - ensure that the instruction of exceptional pupils be assigned to teachers who have an understanding of the special needs of the

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[1] OSIS, p. 6.

individual pupils and who have a willingness to meet the challenge of teaching these pupils by making appropriate instructional and organizational adjustments;

- ensure that specialized equipment, facilities, and a variety of teaching and learning strategies, suited to the needs of exceptional pupils, are employed to maximize the potential of the learning environment;

- ensure that the school is organized to provide opportunities for staff:

  a) to meet regularly to discuss special education programs and develop new strategies to meet the changing needs of each exceptional pupil; and
  b) to be available for consultation in moments of crisis;

- ensure that strategies for effective communication with parents are established;

- ensure the involvement of parents and resource persons within the board and within community agencies so that staff will be as fully cognizant as possible of each pupil's needs and be able to make appropriate alterations in the program;

- ensure that appropriate information systems are established and maintained so that effective communication is provided regarding each pupil as he/she progresses through school;

- ensure that the program for an exceptional pupil is based on and modified by the results of continuous assessment and evaluation;

- encourage the use of a variety of assessment techniques in order to ensure an informed evaluation of the pupil's progress;

- ensure that, in the allocation of scheduled course time, provision is made for exceptional pupils whose rate of progress warrants the use of more or less time for the successful completion of the work that has been planned;

- arrange for the adaptation of a course (or courses) to meet the needs of an exceptional pupil while maintaining the integrity of the guideline and the quality of the course at the appropriate level of difficulty.

It is important that course choices for exceptional pupils in secondary schools be made from the most suitable combination of compulsory and optional credits. In order to facilitate this, the principal has been given discretion in reducing the number of compulsory credits required for the Ontario Secondary School Diploma or for the Certificate of Education.[1]

Individual Differences[2]

It is a basic policy in the curriculum for Ontario that individual differences are to be accommodated to the greatest extent possible. Curriculum implementation must therefore involve careful and perceptive adaptation of courses and programs developed from curriculum guidelines, a constant awareness of standards, flexible organizational structures, and, for exceptional pupils, supportive special education programs and services.

Provision should be made for each student to relate to a teacher who can act as an adviser and to belong to a group. Students who share common courses may be grouped together for a part of the school day, while the balance of their timetables may be individualized. In this way they may be provided with both a sense of belonging and a sense of independence. Both attributes are important, particularly for exceptional pupils who may require advice and assistance related to their special needs.

Information regarding the school curriculum shall be provided to all students and their parents (see OSIS section 4.15). Advice should be given so that students may be enrolled in courses and programs that best suit their needs, interests, abilities, and goals. Students should participate in the decision-making process as they form personal educational goals, select courses, and plan for the best use of their time. Both students and their parents share with the school the responsibility for educational achievement, in which the qualities of enthusiasm, self-discipline, and good judgement play important parts.

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[1] See OSIS, section 4.10 and section 4.12.

[2] OSIS, p. 4.

7. The Education Act and Regulations

The Ministry of Education in Ontario is empowered to carry out its mandate under the Education Act (June 1983). Special education requirements within this act were established by the Education Amendment Act, 1980, which received royal assent on December 12, 1980. There remain several provisions in the Education Act unaffected by the Education Amendment Act, 1980; nevertheless, these provisions have direct implications for the delivery of special education programs and services in Ontario.

The list below is a guide to legislation in the Education Act that is not dealt with in The Education Amendment Act, 1980. Sections of the act are not quoted here as this would distort the context in which the relevant section is situated.

-- Assumption of treatment centres' schools (paragraph 41 of subsection 150 (1))

-- Admission of wards of children's aid societies or training schools to an elementary or secondary school (subsection 45 (1) and subsection 45 (2))

-- Transportation of pupils (subsection 166)

The following Ontario Regulations made under the Education Act contain specific references pertaining to the education of exceptional pupils:

-- Regulation 262, Section 35 (Elementary and Secondary Schools and Schools for Trainable Retarded Pupils - General) outlines provisions with respect to maximum class size for exceptional pupils and is under review

-- Regulation 269 (Ontario Teacher's Qualifications)

-- Regulation 268 (Ontario Schools for the Blind and the Deaf)

-- Regulation 274 (Special Education Programs and Services)

-- Ontario Regulation 554/81 (Special Education Identification, Placement and Review Committees and Appeals)

-- Ontario Regulation 71/84 (Regional Tribunals)

Copies of these regulations are available at a nominal cost from the Ontario Government Book Store, 880 Bay Street, Toronto, Ontario, M7A IN8. Telephone: (416) 965-2054

8. Minister's Obligation

Subsection 2 of Section 8 of the Education Act requires the Minister to ensure that special education programs and special education services are provided in accordance with the act and regulations.

The following basic principles are embodied in The Education Amendment Act, 1980:

-- universal access to appropriate special education programs and services

-- special education programs and services provided without payment of fees by parents/guardians resident in Ontario

-- the right to appeal:

  a) the identification of the pupil as an exceptional pupil

  b) the decision that the pupil is not an exceptional pupil

  c) the placement of the pupil as an exceptional pupil

-- early and ongoing identification of the learning abilities and needs of pupils

-- use of definitions of exceptionalities of pupils in the provision of special education programs and services

9. Definitions of Exceptionalities

The following terms are defined in subsection 1(1) of the Education Act:

Exceptional Pupil

means a pupil whose behavioural, communicational, intellectual, physical or multiple exceptionalities are such that he is considered to need placement in a special education program by a committee, established under subparagraph iii of paragraph 5 of subsection I of section 10, of the board:

. of which he is a resident pupil;
. that admits or enrols the pupil other than pursuant to an agreement with another board for the provision of education; or
. to which the cost of education in respect of the pupil is payable by the Minister.

Special Education Program

means, in respect of an exceptional pupil, an educational program that is based on and modified by the results of continuous assessment and evaluation and that includes a plan containing specific objectives and an outline of educational services that meets the needs of the exceptional pupil.[1]

Special Education Services

means facilities and resources, including support personnel and equipment, necessary for developing and implementing a special education program.

Trainable Retarded Child or Trainable Retarded Pupil

means an exceptional pupil whose intellectual functioning is below the level at which he could profit from a special education program for educable retarded pupils.

For the purposes of subsection 8(2) of the Education Act, R.S.O. 1980, Chapter 129, the exceptionalities of pupils are those set out below by exceptionality groupings, specific exceptionality identification, and specific exceptionality definition.

Exceptionality Groupings

I. BEHAVIOUR

1. Emotional Disturbance and/or Social Maladjustment

Definition:

A learning disorder characterized by specific behaviour problems over such period of time, and to such a marked degree, and of such a nature, as to adversely affect educational performance, and that may be accompanied by one or more of the following:

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[1] The process of developing an educational program for an exceptional pupil is initiated after the pupil is placed according to the recommendation of the IPRC.

a) an inability to build or to maintain interpersonal relationships

b) excessive fears or anxieties

c) a tendency to compulsive reaction

d) an inability to learn that cannot be traced to intellectual, sensory, or other health factors, or any combination thereof

II. COMMUNICATION

1. Autism

Definition:

A severe learning disorder that is characterized by:

a) disturbances in
  - rate of educational development;
  - ability to relate to the environment;
  - motility;
  - perception, speech, and language;

b) lack of the representational-symbolic behaviour that precedes language.

2. Hearing Impairment

Definition:

An impairment characterized by deficits in language and speech development because of a diminished or non-existent auditory response to sound (i.e., hard of hearing, deaf).

3. Language Impairment

Definition:

A learning disorder characterized by an impairment in comprehension and/or use of verbal communication or the written or other symbol system of communication, which may be associated with neurological, psychological, physical, or sensory factors, and which may:

a) involve one or more of the form, content, and function of language in communication;

b) include one or more of the following:
  - language delay;
  - dysfluency;
  - voice and articulation development, which may or may not be organically or functionally based.

4. Speech Impairment

Definition:

A disorder in language formulation that may be associated with neurological, psychological, physical, or sensory factors; that involves perceptual motor aspects of transmitting oral messages; and that may be characterized by impairment in articulation, rhythm, and stress.

5. Learning Disability

Definition:

A learning disorder evident in both academic and social situations that involves one or more of the processes necessary for the proper use of spoken language or the symbols of communication, and that is characterized by a condition that:

a) is not primarily the result of:
  - impairment of vision;
  - impairment of hearing;
  - physical handicap;
  - mental retardation;
  - primary emotional disturbance;
  - cultural difference;

b) results in a significant discrepancy between academic achievement and assessed intellectual ability, with deficits in one or more of the following:
  - receptive language (listening, reading);
  - language processing (thinking, conceptualizing, integrating);
  - expressive language (talking, spelling, writing);
  - mathematical computations;

c) may be associated with one or more conditions diagnosed as:
  - a perceptual handicap;
  - a brain injury;
  - minimal brain dysfunction;
  - dyslexia;
  - developmental aphasia.

III. INTELLECTUAL

1. Giftedness

Definition:

An unusually advanced degree of general intellectual ability that requires differentiated learning experiences of a depth and breadth beyond those normally provided in the regular school program to satisfy the level of educational potential indicated.

2. Educable Retardation

Definition:

A learning disorder characterized by:

a) an ability to profit educationally within a regular class with the aid of considerable curriculum modification and supportive services;

b) an inability to profit educationally within a regular class because of slow intellectual development;

c) a potential for academic learning, independent social adjustment, and economic self-support.

3. Trainable Retardation

Definition:

A severe learning disorder characterized by:

a) an inability to profit from a special education program for the educable retarded because of slow intellectual development;

b) an ability to profit from a special education program that is designed to accommodate slow intellectual development;

c) a limited potential for academic learning, independent social adjustment, and economic self-support.

IV. PHYSICAL

1. Orthopaedic and/or Physical Handicap

Definition:

A condition of such severe physical limitation or deficiency as to require special assistance in learning situations to provide the opportunity for educational achievement equivalent to that of pupils without exceptionalities who are of the same age or developmental level.

2. Visual Impairment

Definition:

A condition of partial or total impairment of sight or vision that even with correction affects educational performance adversely (i.e., limited vision, blind).

V. MULTIPLE

1. Multihandicap

Definition:

A combination of learning or other disorders, impairments, or physical handicaps, that is of such nature as to require, for educational achievement, the services of one or more teachers holding qualifications in special education and the provision of support services appropriate for such disorders, impairments, or handicaps.

10. Advisory Council on Special Education

The purpose of the Ministry of Education's Advisory Council on Special Education is to assist the ministry in ensuring that its work in the area of special education is tailored to the specific needs in that field. This council has broad representation from groups concerned with special education or the education of exceptional pupils.

The terms of reference for the Advisory Council on Special Education are:

- to react to proposals or positions of the ministry submitted to the advisory council from time to time;
- to identify problem areas and recommend solutions for ministry consideration;
- to provide liaison between sponsoring organizations represented on this council and the Ministry of Education;
- to provide ongoing input to ministry resource persons;
- to provide for the Minister of Education a written report prior to December 31 in the given year;
- to meet for a total of six days or at the pleasure of the Minister in the Macdonald Block, Queen's Park, Toronto;
- to select a chairman at its first meeting from its membership.

The Ministry of Education continues to consult with a wide range of groups and organizations in the development of its policies and procedures. Much of this consultation is done through committees and councils that include representatives from the groups most affected.

PART II: PROVINCIAL PROGRAMS AND SERVICES IN SUPPORT OF SPECIAL EDUCATION

1. Special Education Policy

The Ministry of Education maintains contact and shares information with other government ministries and provincial organizations with specific interest in the well-being of exceptional pupils in order to:

- assess the need and formulate proposals for change in policies with respect to special education;
- prepare appropriate educational policies that will assist in the development of programs for exceptional pupils in Ontario;
- manage the application of provincial policies relating to special education and help implement them through the regional network;
- develop circulars and guidelines;[1]
- develop support documents and materials for programs for exceptional pupils.

2. Funding of Special Educational Programs and Services for 1984

The Ministry of Education provides financial support to school boards to assist them in the provision of special educational programs and services. Since 1982, the Ministry has used a new approach for funding special educational programs and services.

This new approach is intended to assist boards in the provision of special education programs and services for exceptional pupils as well as other programs previously funded through the Special Education Weighting Factor at the elementary level and through the Special Education and Occupational Education Weighting Factor at the secondary level.

Funds for the provision of special educational programs and services are available to school boards through:

- general special educational funding;
- funding of services in lieu of provincial services;

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[1] See part 3 of this document.

- funding of programs for trainable retarded pupils;
- funding of programs for children in government-approved care and treatment facilities;
- funding of transportation;
- capital grant allowances.

General Special Educational Funding

The general special educational funding consists of three parts:

(i) Regular per pupil amounts recognized for grant purposes

The regular per pupil amount recognized for grant purposes (grant ceiling), adjusted by the board's grant weighting factor, is applied to all resident pupils of the board, including exceptional pupils. The regular per pupil amounts for 1984 are $2297 for each elementary school pupil and $3140 for each secondary school pupil.

(ii) Amount for basic level of service

At the elementary level, an amount is included within the regular per pupil amount recognized for grant purposes in recognition of the additional expenditures incurred by a board in the provision of a basic level of special educational programs and services. This basic level is deemed to be a special educational program equivalent to two teachers for each 1000 pupils enrolled in the board.

At the secondary level, the basic level is deemed to be a special educational program equivalent to 2.5 teachers for each 1000 pupils enrolled.

(iii) General special educational grant

The general special educational grant is payable to boards in respect of the additional expenditure incurred by a board in the provision of special educational programs and services in excess of the basic level of service, as described in the preceding paragraph.

The general special educational grant is provided on the basis of a fixed dollar amount per pupil which is adjusted by the board's grant weighting factor and is then multiplied by the board's average daily enrolment of day school resident-internal and resident-external pupils, excluding pupils enrolled in a class or school for trainable retarded pupils.

For 1982 the fixed amounts were $125 per pupil at the elementary school level and $90 per pupil at the secondary school level. The fixed dollar amounts for 1983 were $147 per pupil at the elementary school level and $106 per pupil at the secondary school level.

In 1984 the per pupil amounts of the general special educational grant are:

-- at the elementary level, $166 per pupil;

-- at the secondary level, $119 per pupil.

The amounts for 1985 will be adjusted in accordance with the increase in the costs of goods and services.

Funding of Services in Lieu of Provincial Services

Programs and services for exceptional pupils identified as hearing impaired and visually handicapped may be provided by a school board. Funding for such programs and services is provided through the general special educational funding with the additional costs incurred by a board offset by the general special educational grant.

Where the board establishes a special education program of instruction and support services to serve blind and/or deaf exceptional pupils (resident-internal and non-resident pupils) comparable to that provided at the provincial schools for the blind and deaf, such a program may be considered to be a program provided in lieu of a provincial service.

For 1984, the grant is based on the number of teachers and one-half the number of teacher-aides employed by the board for the provision of these programs multiplied by $35,300 where the program is provided by a public or separate school board or $41,000 where the program is provided by a secondary school board. Only those qualified teachers directly involved in providing such approved programs and only those teacher-aides employed by a board to assist the qualified teacher of the blind and/or deaf pupils will be considered in determining the amount of grant to be paid to the board.

The provision of these amounts is subject to the approval of the Minister.

Funding of Programs for Trainable Retarded Pupils

Funding for programs for pupils in a class or school for trainable retarded consists of two parts:

1. Regular per-pupil amount

A regular per pupil amount recognized for grant purposes (grant ceiling) comparable to the elementary per pupil amount ($2297 for 1984) is applied to each trainable retarded pupil enrolled as a day school or summer school resident-internal or resident-external pupil.

The regular per-pupil amount will be adjusted by the trainable retarded weighting factor. This factor is equal to:

(i) 1.09 for all boards located in a territorial district north of the French River that do not include a city or town with a population in excess of 25,000 within their jurisdictions;

(ii) 1.06 for all other boards located in a territorial district and boards in a district municipality or a county that was a provisional county in 1982;

(iii) 1.0 for all boards other than those referred to in (i) and (ii) above.

2. Grants for programs for trainable retarded pupils

For 1984, an amount equal to $3930 per trainable retarded pupil will be paid to the board in respect of the additional expenditure incurred by a board in the provision of programs for pupils enrolled in a class or school for trainable retarded pupils.

This amount per trainable retarded pupil will be adjusted by the trainable retarded weighting factor of 1.0, 1.06, or 1.09 based on the criteria described above and then multiplied by the number of resident-internal and resident-external day school and summer school pupils enrolled in a class or school for trainable retarded.

Funding of Programs for Children in Government-Approved Care and/or Treatment Facilities

Provision has been made to enable a board to provide educational programs and services for children in a variety of government-approved care and/or treatment facilities.

These educational programs and services may be provided by a board in the following two ways:

1. Where children and youths who are resident in a government-approved care and/or treatment facility as designated in the grant regulations, are able to attend local schools, a board may:

-- consider these pupils as resident pupils and thereby include them in the total enrolment of the board for funding purposes under the regular and special educational grant structure;

OR

-- consider these pupils as non-resident pupils and accordingly receive payment in the form of a fee for the cost of education of these pupils from the Minister of Education, in accordance with the grant regulations.

The facilities so designated in the regulations are:

-- a psychiatric facility as defined in the General Legislative Grants Regulations;

-- a facility designated under the Developmental Services Act;

-- an approved charitable institution as defined in the Charitable Institutions Act;

-- a children's residence licensed under the Children's Residential Services Act;

-- an approved children's institution as defined in the Children's Institutions Act;

-- an approved home as defined in the Homes for Retarded Persons Act;

-- an observation and detention home established under the Provincial Courts Act;

-- a home for special care approved or licensed under the Homes for Special Care Act;

-- a home approved or licensed under the Nursing Homes Act;

-- a training school established under the Training Schools Act;

-- a correctional institution as defined in the Ministry of Correctional Services Act;

-- an approved home as defined in the Mental Health Act.

The Minister will also pay the cost of education to a board for a pupil who is:

-- a ward of the Crown;

-- a ward of a children's aid society;

-- in the care of a children's aid society and who has not been placed up for adoption on a probationary basis.

Where non-resident pupils from these designated facilities or pupils who are wards are placed in high cost special education programs, a high cost factor may be applied in accordance with the Calculation of Fees for Pupil Regulation. Where applicable, a high cost factor may be negotiated between officials of the school board and the regional office of the ministry.

2. Where a board employs a teacher to provide an educational program in a government-approved care and/or treatment facility as specified in the regulations, the ministry will reimburse the board the cost of the teacher's salary, related employee benefits and an additional amount up to a maximum of $1840 per teacher per year for instructional supplies; for consultative, administrative, and supervisory services; and for replacement of furniture and equipment. In addition, an allowance may be provided for furniture and equipment where a new instructional area is established in the facility. This allowance is limited to a maximum of $3300.

Where a board employs a teacher-aide to assist the teacher in the provision of such an educational program the ministry will, in accordance with the regulations, reimburse the board the salary and related employee benefits of the teacher-aide and provide an allowance not in excess of $895 per teacher-aide per year.

The government-approved care and/or treatment facilities so designated in the regulations are:

- a psychiatric facility as defined in the General Legislative Grants Regulations;
- a facility designated under the Developmental Services Act;
- an approved charitable institution as defined in the Charitable Institutions Act;
- an approved children's institution as defined in the Children's Institution Act;
- a children's residence licensed under the Children's Residential Services Act;
- an approved home as defined in the Homes for Retarded Persons Act;
- an observation and detention home established under the Provincial Courts Act;
- a home for special care approved or licensed under the Homes for Special Care Act;

- a crippled children's treatment centre classified as a Group K Hospital under the Public Hospitals Act;
- the Hospital for Sick Children, Toronto;
- the Children's Hospital of Eastern Ontario, Ottawa;
- Bloorview Children's Hospital, Toronto;
- War Memorial Children's Hospital, London;
- Lyndhurst Lodge (Hospital), Toronto;
- a hospital in which an education program is discontinued subsequent to December 1980 as a result of dissolution of a board established under section 70 of the Education Act, or:
  - a) a home approved or licensed under the Nursing Homes Act;
  - b) a training school established under the Training Schools Act.

In accordance with Financial/Architectural Memorandum No. 14B, "Funding of Education Programs for Pupils in Government Approved Care and/or Treatment Facilities", the provision by a board of an educational program in any of the above government-approved care and/or treatment facilities can only be undertaken under an agreement between the board and the facility and is subject to the approval of the Minister.

Funding of Transportation

In addition to the regular home-to-school and school-to-school pupil transportation provisions which apply to all resident pupils of the board, including exceptional pupils, the ministry's policies respecting transportation grants to school boards include provisions to assist boards for:

a) transportation of pupils to and from school, in respect of whom the Minister pays the cost of education;

b) transportation for an exceptional pupil who is qualified to be a resident pupil of the board, to and from an educational program at:

  - an Ontario school for the blind;
  - an Ontario school for the deaf;
  - an Ontario demonstration school;

- a facility designated under the Developmental Services Act;

- a psychiatric facility designated under the Mental Health Act;

- a clinic or an institution in which, in the opinion of the Minister, the treatment provided is considered to be part of the educational program undertaken by the board.

c) transportation for children who are qualified to be resident pupils of the board to and from a centre operated by a local association that is affiliated with the Ontario Association for the Mentally Retarded.

The ministry also provides for special approval of an expenditure that would otherwise not be eligible for grant where special circumstances for the transportation of a pupil who, for physical, mental or emotional reasons, is unable to use regular transportation and for whom the board has medical certification that regular transportation is not adequate, require expenditure in excess of the regular approval maximums. This special approval also applies to board purchases of specially equipped vehicles for orthopaedically handicapped pupils.

Where a board provides transportation for its pupils, the approved transportation expenditure of the board is considered for grant purposes as part of its recognized extraordinary expenditure, and the grant is determined in accordance with the General Legislative Grants Regulations. The extent of the expenditure approved for grant purposes by the provincial government varies from board to board, depending on local circumstances, and is outlined in "Instructions re Pupil Transportation", Policy Memorandum 1983:B2, Pupil Transportation.

Capital Grant Allowances

The Ministry of Education provides, through the capital allocation program, for the provision of needed facilities. Within the capital grant allowances, provision is made for special education classrooms acquired through new construction, alteration, or renovations. Provision is also made for the acquisition of furniture and equipment for these special education classrooms at both the elementary and secondary level.

Consideration may also be given for school building projects where special conveniences are being provided to accommodate physically handicapped children.

Only those capital projects submitted by the board in their capital forecasts and approved by the Minister are eligible for grants on the approved amounts.

Under special circumstances the ministry will consider requests from boards for grants for certain personalized equipment. The amount recognized is intended to assist school boards with the acquisition of special equipment for individual students.

3. Provincial Schools

Provincial schools are operated by the Ministry of Education to:

-- provide general planning, leadership, direction, and supervision to the major direct educational services offered by the ministry to residents of the province for whom local provision is not made;

-- serve as regional resource centres for hearing-impaired, visually handicapped, and deaf/blind students;

-- provide pre-school home-visiting services for hearing-impaired and deaf/blind students;

-- provide consultative services and resources to school boards and other agencies operating or developing education programs for hearing-impaired, visually handicapped, and deaf/blind students;

-- develop and provide learning materials and media for hearing-impaired and visually handicapped students;

-- operate educational programs in the Developmental Centres for retarded, emotionally disturbed, and multi-handicapped pupils and to provide assessment, consultation, and liaison services to school boards;

-- operate educational programs in training schools for socially maladjusted pupils referred by the Ministry of Community and Social Services and the provision of assessment, consultation, and liaison services to school boards;

-- operate the Trillium Demonstration School and Sagonaska Demonstration School (English speaking) and supervise the operation of Centre Jules Léger (French speaking) for students with severe communication disorders.

Centres for the Visually Handicapped and Hearing Impaired

The W. Ross Macdonald School, located in Brantford, provides education for blind and deaf/blind pupils. Programs are tailored to the needs of the individual pupil and are designed to help these pupils learn to live independently in a non-sheltered environment. Specially trained teachers use non-visual educational techniques and special materials (e.g., produced in braille). The curriculum follows the general programs developed for all pupils in the province and offers a full range of courses at the secondary level. Special subject areas include music, industrial arts, family studies, physical education, and mobility training.

Comprehensive, individualized, "life skills" programs are designed to train pupils to live independently. To help pupils maintain contact with their families and communities, weekly transportation home is provided (where distance permits). Pupils from Northern Ontario have the opportunity to travel home once a month for extended weekends. The school also provides a pre-school home-visiting program for parents and families of deaf/blind children to assist in preparing these children for future educational programming.

The school is a provincial centre for the visually handicapped and provides support to local school boards through consultation and the provision of special learning materials, for example, braille materials, audio tapes, and large-print textbooks. Professional services and guidance to ministries of education in other provinces are offered on an interprovincial, co-operative basis.

The ministry operates three schools for hearing-impaired pupils: the Sir James Whitney School in Belleville; the Ernest C. Drury School in Milton; and the Robarts School in London. The Robarts School and the Ernest C. Drury School offer five-day-a-week programs, with all pupils returning home either daily or on each weekend. Sir James Whitney School also makes provision for weekly trips home for more than half of its residential pupils; it also provides a seven-day-a-week residential program throughout the school year, since it serves the distant northern areas of the province. Considerable effort is made to enable pupils from distant areas to return home every few weeks.

These schools provide educational programs from Kindergarten to the secondary school graduation level, programs that encompass a comprehensive range of elementary and secondary level course options in addition to the special teaching and training related to hearing impairment. The unique problems resulting from hearing impairment have always necessitated smaller groups and individualized programs. These programs are continually being refined and extended within the framework of ministry curriculum policy to provide school experiences that resemble as closely as possible those available to non-impaired pupils. Provision is sometimes made for pupils to take courses at local high schools and programs are offered for those who are multi-handicapped or emotionally disturbed. Ongoing liaison with adjacent health facilities, such as the Beechgrove Regional Children's Centre in Kingston (Whitney), the Chedoke-McMaster Family Services Centre in Hamilton (Drury), and the Children's Psychiatric Research Institute in London (Robarts), extends the schools' resources and increases their capability to create programs for pupils with diverse and/or multiple handicaps.

All three schools are regional resource centres for the hearing impaired and provide a broad range of services for local school boards and agencies in addition to their programs for enrolled pupils. These services include audiological and psychological assessment, educational programming, consultation on and in support of local programs, pre-school services to parents and children, parent education programs, various courses, and public information.

Provision for French-Language Students

Services to visually handicapped pupils whose language of instruction is French are available from the W. Ross Macdonald School. Similar services for hearing-impaired pupils are available through the Sir James Whitney School. Requests for service should be forwarded to the appropriate school. Such educational services may be provided at schools in Quebec should the parents so desire.

Funds for the French-language program are provided by the Ministry of Education's Provincial Schools Branch.

Developmental Centre Schools

The developmental centre schools are located in care and treatment facilities operated by the Ministry of Community and Social Services for mentally retarded, developmentally handicapped, emotionally disturbed, and multi-handicapped persons. All school-age residents in these facilities have access to programs offered by the Ministry of Education.

Pupils receive ongoing assessment, programming, and evaluation by a multi-disciplinary team of which teachers are an integral part. Each pupil is enrolled in a program tailored to his or her academic, social, emotional, and physical needs. As well, support is provided to community jurisdictions for discharged residents and out-patients referred to the centres.

Programs encourage participation in social and recreational activities both in school and in community settings. Communication skills, motor skills, and life skills programs are included in the curriculum.

Courses range from self-help and socialization for severely/profoundly retarded pupils up to secondary school level for which approved ministry credits are granted. As well, support is provided to community jurisdictions for discharged residents and out-patients referred to the centre.

Training Schools

The four training schools located in Cobourg, Oakville, Simcoe, and Sudbury provide secure care, secure treatment, and education to approximately 250 wards. These residential facilities are operated by the Ministry of Community and Social Services under the Training Schools Act. These co-educational schools accommodate students 12-16 years of age who have been sent there by court order.

The Ministry of Education operates the educational units in these facilities with a staff of qualified teachers under contract to the Provincial Schools' Authority.

Students are offered a range of academic and vocational courses that lead to secondary school credits.

Demonstration Schools

The Ministry of Education provides the services of three demonstration schools for Ontario children with severe learning disabilities. These schools include the Trillium School in Milton, Centre Jules Léger in Ottawa, and the Sagonaska School in Belleville. Although the primary responsibility to provide appropriate educational programs for students with learning disabilities remains with school boards, the ministry recognizes that some students require a residential school setting. These demonstration schools were established to provide special residential education programs for students between the ages of five and twenty-one years. The activities associated with the residential components of the programs are designed to enhance the development of each student's academic and social skills. One of the basic objectives of each of these schools is to develop the abilities of the students enrolled to a level that will enable them to return to programs operated by local school boards.

The Trillium School is operated directly by the Ministry of Education. The program is offered to an enrolment of forty students. Similarly, the Sagonaska School is operated directly by the Ministry of Education. The program is designed to meet the needs of students with specific language learning disabilities; currently, forty such students

Southwestern Regional Centre School
P.O. Box 1000
Blenheim, Ontario N0P 1A0
(519)676-5431 Ext. 232

Provincial Centre for the Visually Handicapped

The W. Ross Macdonald School
350 Brant Avenue
Brantford, Ontario N3T 3J9
(519)759-0730

Regional Centres for the Hearing-Impaired

The Robarts School
1090 Highbury Avenue
P.O. Box 7300
London, Ontario N5Y 4V9
(519)453-4400

The Ernest C. Drury School
255 Ontario Street
Milton, Ontario L9T 2M5
(416)878-2851

The Sir James Whitney School
350 Dundas Street West
Belleville, Ontario K8P 1B2
(613)962-5361

Training Schools

Brookside School
P.O. Box 845
Cobourg, Ontario K9A 4S6
(416)372-5451

Cecil Facer School
P.O. Box 850, Station "B"
Sudbury, Ontario P3E 4S3
(705)522-1250

Sprucedale School
P.O. Box 606
Simcoe, Ontario N3Y 4L8
(519)426-3561

Syl Apps School
475 Iroquois Shore Road
Oakville, Ontario L6J 5E8
(461)844-4110

Residential Demonstration Schools (Learning Disabilities)

Centre Jules Léger
631 Smythe Road
Ottawa, Ontario K1G 1N7
(613)523-7063

Sagonaska School
350 Dundas Street West
Belleville, Ontario K8P 1B2
(613)962-5361

The Trillium School
347 Ontario Street South
Milton, Ontairo L9T 3X9
(416)878-8428

4. Teacher Education (University and Student Affairs)

The Ministry of Colleges and Universities maintains a qualifications program for teaching in the Province of Ontario.

Courses Leading to Ministry Qualifications

a) Pre-Service (Basic teacher education qualifications leading to an Ontario Teacher's Certificate)

Pre-service teacher education courses are offered by teacher education institutions across the province. These courses are based on requirements outlined in Ontario Teacher's Qualification Regulation 269/83 and are approved and reviewed by the Ministry of Colleges and Universities through the University Relations Branch. Instruction in the characteristics and needs of exceptional pupils is included in the study of both foundations and curriculum. An introduction to the philosophy and practice of individualized instruction is also provided. Candidates may elect to spend some of their practice-teaching weeks in special education programs.

b) In-service (Additional qualifications recorded on the Ontario Teacher's Qualifications Record Card)

Appropriate teaching qualifications in special education are obtained through a series of courses offered by teacher education institutions (summer, winter, and inter-session) in various locations across the province. These courses prepare the teachers who are eligible to work with exceptional students. Upon successful completion of each of the three parts, the appropriate entry is made on the Ontario Teacher's Qualifications Record Card. Teachers wishing to teach special education programs are required by

Regulation 262 to obtain the necessary qualifications.

Courses for French-speaking teachers include Parts I and II of the Special Education course and the Specialist Course in Special Education. All of these courses are offered by both the University of Ottawa and Laurentian University.

Information about these programs and courses for French-speaking teachers may be obtained from:

Le service du registraire
Universite d'Ottawa
550, rue Cumberland
Ottawa, Ontario K1N 6N5
Telephone: (613) 231-5441

Le directeur
Ecole des Sciences de l'Education
Universite Laurentienne
Chemin du Lac Ramsay
Sudbury, Ontario P3E 2C6
Telephone: (705) 675-1151

For further information and requirements concerning courses, interested parties should contact teacher education institutions or the Teacher Education Section, University Relations Branch of the Ministry of Colleges and Universities, 9th Floor, Mowat Block, Queen's Park, Toronto, Ontario M7A IL2, Telephone: (416) 965-5477.

The ministry publication Additional Qualification Programs for Teachers outlines the objectives for special education programs and provides a guideline for faculties of education submitting course outlines for approval. Questions regarding additional qualifications should be directed to the appropriate regional office of the Ministry of Education or to the Teacher Education Section, University Relations Branch, the Ministry of Colleges and Universities.

Teaching Trainable Retarded Pupils

Options are offered in both Parts I and II of the courses in special education to help prepare teachers to work with trainable retarded pupils. The teacher's successful completion of these course options is recorded on the Ontario Teacher's Qualifications Record Card.

Teaching the Trainable Retarded is an option of approximately fifty hours duration which candidates may select in Part I and/or Part II of the special education course. Qualification in Teaching the Trainable Retarded is required by Regulation 262 for those employed to teach the trainable retarded.

Teaching Hearing-Impaired Pupils

The Ministry of Education provides a program for qualified teachers to acquire certification in "deaf education" at the Teacher Education Centre, Belleville.

Persons who hold an Ontario Teacher's Certificate, or who are now attending a teacher education institution and will qualify for an Ontario Teacher's Certificate in the spring of 1984, are eligible to apply.

Qualified teachers who successfully complete this specialist program will receive a Diploma in Deaf Education and the appropriate entry on their Ontario Teacher's Qualification Record Card, which will qualify them to teach deaf or hard-of-hearing pupils in Ontario.

Applications must be submitted to:

Program Co-ordinator
Teacher Education Centre
Sagonaska School
350 Dundas Street West
Belleville, Ontario K8P 1B2
Telephone: (613) 962-5361

A program leading to a Master of Education degree with specific emphasis in "deaf education" is offered by York University. Graduates of this program specializing in hearing impairment may be granted the additional qualification Special Education - Deaf, Part II.

Applications must be submitted to:

Faculty of Education
York University
4700 Keele Street
Downsview, Ontario M3J 1P3
Telephone: (416) 667-6301

Teaching Visually Impaired Pupils

The program to train teachers of the blind, formerly offered by the W. Ross Macdonald School, Brantford, is now offered by the Faculty of Education, University of Western Ontario. Teachers who wish to take additional qualifications courses leading to specialist qualifications as Teachers of the Blind should contact:

Educational Services
Faculty of Education
University of Western Ontario
1137 Western Road
London, Ontario N6G 1G7
Telephone: (519)679-2368

Teaching Deaf/Blind Pupils

A three-year in-service program to train as Teachers of the Deaf/Blind is offered during the school year by the Ministry of Education at the W. Ross Macdonald School in Brantford. Teachers who wish to take additional courses leading to specialist qualifications as Teachers of the Deaf/Blind should contact:

Superintendent
The W. Ross Macdonald School
350 Brant Avenue
Brantford, Ontario N3T 3J9
Telephone: (519)759-0730

Other Courses

Various teacher education institutions in Ontario and the Ontario Institute for Studies in Education (OISE) offer courses in special education as part of their graduate program in education.

Teachers who have successfully completed such courses may submit official transcripts and ask for equivalent standing on their Ontario Teacher's Qualifications Record Card. Requests for equivalent standing should be sent to:

Registrar's Services Unit
Evaluation and Supervisory
  Services Branch
Mowat Block, Queen's Park
Toronto, Ontario M7A 1L2
Telephone: (416) 965-5831

Professional Development

Professional development sessions for administrators and teachers are frequently offered throughout the province. These in-service sessions span a wide range of educator needs and interests related to special education.

The Centre Jules Leger, of the Faculty of Education, University of Ottawa, offers in-service teacher education programs during the school year. Teachers of regular and special education classes, counsellors, and administrators of special education programs may be interested in attending these one-week training programs.

For further information, contact:

Program Co-ordinator
Teacher Education Programs
Faculty of Education
University of Ottawa
651 Cumberland Street
Ottawa, Ontario
K1N 6N5
Telephone: (613)231-5441

The Trillium School offers training programs for teachers and administrators of educational programs for anglophone children with learning disabilities. Teachers are requested to forward completed application forms to the appropriate school board official. For further information, contact:

Program Director
Trillium School
347 Ontario Street South
Milton, Ontario L9T 3X9
Telephone: (416)878-8428

Sagonaska School offers training programs for teachers and administrators of educational programs for anglophone children with specific language learning disabilities.

If further information is required, contact:

Program Director
Sagonaska School
350 Dundas Street West
Belleville, Ontario K8P 1B2
Telephone: (613)962-5361

To assist boards in discharging their professional development responsibility, the Ministry of Education has established regional professional development committees within its six regions. These committees work closely with school boards in meeting their current professional development needs.

PART III: MINISTRY PUBLICATIONS

1. Curriculum

Curriculum policy applies to all pupils in Ontario schools including pupils who have special needs, and is outlined in the circulars, guidelines, and official memoranda of the Ministry of Education. Support documents are optional in their application and are developed to assist teachers in implementing curriculum policy, and developing local courses of study.

2. Circulars

The basis of curriculum policy for Ontario is contained in four circulars: Schools General, Circular P1J1, OSIS, and Circular 14.

Schools General is the foundation document for curriculum in the publicly supported elementary and secondary schools of Ontario.

The purpose of Schools General is to identify and clarify the principles underlying education in the Province of Ontario, the general curriculum policy of the Ministry of Education, and the practices that are consistent with this policy. It is the foundation from which school administrators and teachers shall plan curriculum for school systems and schools. It is also intended to be helpful to persons who wish to clarify and deepen their understanding of education in Ontario's schools.

Circular PlJl states that, to be effective, curriculum must be closely related to the characteristics and needs of the particular pupils for whom it is planned. Teachers have the responsibility of selecting strategies, resources, and activities to ensure that this occurs.

OSIS outlines program and diploma requirements that reflect the policy of the Province of Ontario, which is that the program in the publicly supported educational system should be designed to provide the greatest possible opportunity for every student to develop as completely as possible his/her abilities and interests and to meet each student's special needs.

Circular 14 is an annual publication listing textbooks and kits approved for the use of all pupils in Ontario schools. Requests for permission to use textbooks not listed in Circular 14 must be submitted by a board's Chief Education Officer to the Regional Director of Education, for the attention of the Director of the Special Projects Branch, Education Services Division. Textbooks provided by schools boards for use in special education are to be selected by the school principal in consultation with the teachers, and the selection is to be approved by board resolution.

3. Guidelines

Curriculum guidelines for Primary, Junior, Intermediate, and Senior divisions provide the basis for developing local courses of study and individualized programs. Latitude is given so that programs developed for exceptional pupils may be adapted both in methodology and content if a student's needs require it.

4. Support Documents

Many curriculum support documents are available to assist teachers in developing programs. The following documents relate specifically to special education and are available in French and English:

- The Gifted Learner, in preparation
- Children With Physical Handicaps and Health Impairments, 1978
- Children With Mild Intellectual Handicaps, 1979
- Behaviour, in preparation
- Children With Communication Exceptionalities, 1979
- Vision, 1978
- Children With Learning Disabilities, in preparation
- Children With Moderate and Severe Intellectual Handicaps, 1981

5. Other Resources

- Education Programs in Government - Approved Facilities for the Care and Treatment of Children With Special Needs, December 1982
- "Education for Children With Special Needs" (fact sheet)

The following documents are available for sale through the Publications Centre or the Ontario Government Book Store, 880 Bay Street, Toronto, Ontario, M7A IN8, Telephone: (416) 965-2054:

- -- Special Education Facilities for Emotionally Disturbed Children, 1968, $2.00 (English only)
- -- Designing Schools for the Physically Handicapped, 1974, (currently under revision)

PART IV: SCHOOL BOARD PROGRAMS AND SERVICES

1. School Board's Obligation

Paragraph 7 of Section 149 of the Education Act requires school boards before the first day of September, 1985, to provide or enter into an agreement with another board to provide in accordance with the regulations special education programs and special education services for its exceptional pupils in the English language or, where the pupil is enrolled in a school or class established under Part XI, the French language, as the case may be.

2. Advisory Committee(s)

Provision is made requiring each school board to establish a special education advisory committee(s) (Section 182) according to one of the following two options:

(i) one advisory committee, which is to be either:
  a) a special education advisory committee (SEAC); or
  b) an expanded advisory committee on schools for trainable retarded pupils (TRAC) to form the SEAC
(ii) two separate advisory committees:
  a) an advisory committee on schools for trainable retarded pupils (TRAC)
  b) a special education advisory committee (SEAC)

The composition of the committee(s) is to be as described below.

One Advisory Committee

a) The composition of the Special Education Advisory Committee (SEAC) is:

-- one (1) representative from each of the local associations but not more than twelve (12), of whom one is from the local Ontario Association for the Mentally Retarded;

-- one (1) or more additional members who are French-speaking or English-speaking, as the case may be, where a board operates a French-language or an English-language Instructional Unit established under Part XI of the Education Act;

-- three (3) members appointed by the board of education from the members of the board, including one separate school trustee;

-- one (1) or more members who are not from any of the aforementioned groups.

A small school board may modify the membership on the SEAC to include:

- -- two (2) members of the board appointed from among the members of the board;
- -- two (2) members appointed by the local associations, or where there is no local association, two (2) members appointed by the school board who are not members of such board.

b) The Expanded Trainable Retarded Advisory Committee (TRAC)

A divisional board may expand its advisory committee on schools for trainable retarded pupils to become a special education advisory committee under subsection 182(7) as follows:

- -- the TRAC plus a representative from each of the local associations (not to exceed 12), none of which is a local Ontario Association for the Mentally Retarded;

- -- one (1) or more additional members who are French-speaking or English-speaking as the case may be where a board operates a French-language or an English-language Instructional Unit established under Part XI of the Education Act;

- -- divisional boards must appoint one of the three board members on the Committee from among the trustee(s) elected by separate school electors.

Where there are more than twelve local associations in the area of jurisdiction of the school board, the school board is to select the twelve associations to be represented on the special education advisory committee (see the Education Act, subsection 182 (11)).

(ii) Two Separate Advisory Committees

a) The Advisory Committee on Schools for Trainable Retarded Pupils (TRAC) is to consist of six (6) members, as follows:

- -- Three (3) must be appointed by the board from among the members of the board.

- -- Three (3) must be appointed by the local Association for the Mentally Retarded (affiliated with the Ontario Association for the Mentally Retarded) or, where there is no association, three members who are not members of the board.

One (1) of the members of this committee is to be appointed to the Special Education Advisory Committee.

b) The Special Education Advisory Committee (SEAC) is to consist of the following:

-- one (1) representative from each of the local associations, but not more than twelve (12), one of whom is to be from the local Ontario Association for the Mentally Retarded;

-- one (1) or more additional members who are French-speaking or English-speaking, as the case may be, where a board operates a French-language or an English-language Instructional Unit established under Part XI of the Education Act;

-- three (3) members must be appointed by the board of education from the members of the board, including one separate school trustee;

-- one (1) or more members who are not from any of the aforementioned groups.

The membership of the committee(s) is as follows:

1. The school board appoints to membership on the Special Education Advisory Committee those persons who qualify and are nominated by the local associations.

2. A term of office for the members of the Special Education Advisory Committee which coincides with the term of office of the members of the school board that appointed them and until the next new school board is organized.

3. A level of qualifications for the persons appointed to the Special Education Advisory Committee the same as qualifications required of members of the school board that appointed them.

4. The filling of vacancies on the committee through the appointment, by the school board, of a qualified person who will hold office for the unexpired portion of the term of the member whose office has become vacant.

Employees of a school board are not eligible for membership on an advisory committee within the board that employs them. However, employees of one school board can be members of an advisory committee within another school board, subject to their holding the same qualifications as members of the school board that appoints them.

In accordance with the Education Act, subsections 182(9) and 75(4), supervisory officers and other staff will be made available to an advisory committee, as the board considers necessary for the proper functioning of the committee.

The Special Education Advisory Committee should function in accordance with the rules and regulations of the school board and in such a manner as to permit:

- the members to elect one of their membership as chairman at the first meeting;
- the chairman to vote on every motion;
- public access to meetings;
- a quorum determined by a majority of the members constituting the committee;
- the availability of school board personnel;
- the Special Education Advisory Committee to function as a statutory committee that reports and makes recommendations to the school board relative to any matter affecting the establishment and development of special education programs and services in respect of exceptional pupils of the board. All reports will be made through the chairman of the committee to the board through the appropriate committee(s).

Role of the Advisory Committee

The role of the Special Education Advisory Committee is to make recommendations to the board in respect of any matter affecting the establishment and development of special education programs and services in respect of exceptional pupils of the board (subsection 182(8)). Accordingly, under the authority of the board and in accordance with the Education Act, the Special Education Advisory Committee may advise the board in such policy areas of special education as the following:

- philosophy and goals
- organizational structures
- policies and procedures
- roles of personnel
- delivery systems
- staffing (teaching, administration, professional support, paraprofessional support)
- program development (types, location)
- identification of special needs assessment
- transportation policies/practices
- special needs
- interaction with other board committees in related areas
- any other matter in special education

In-service opportunities should be considered. Members newly appointed to the special education advisory committee (SEAC) require a formal introduction to the other members of the committee and to the appropriate school board personnel with whom they are to be working for up to three years during their term of office.

In order to assist the SEACs in making informed recommendations, boards may arrange for knowledgeable persons to provide in-service training sessions for members during regular SEAC meetings. These in-service sessions might focus on the following areas:

-- sections of the Education Act relating to special education
-- regulations regarding special education
-- Ministry of Education memoranda
-- Special Education Information Handbook
-- board policies regarding special education
-- board special education plan
-- role and responsibilities for the SEAC
-- funding of special education

3. Board Personnel

The services provided by school board personnel may be of four main types:

. educational services
. other professional services
. paraprofessional services
. volunteer services

Educational Services

The classroom teacher is the key person in the development and delivery of the special education program. Specialized educational skills are also provided by administrative, supervisory, consultative, and diagnostic staff.

Professional Services

Professional assistance within the framework of each discipline may be utilized by school boards to assist in the identification process and in the development of programs for those pupils with behavioural, communication, physical, intellectual, and multiple exceptionalities. Among those providing additional professional services would be psychiatrists, and psychologists.

Paraprofessional Services

Paraprofessionals may provide a variety of services within the educational setting.

Volunteer Services

Volunteers are often utilized in the school. Such persons might be parents, senior citizens, or students. School boards should provide guidelines for the selection, training, and supervision of the type of volunteers best suited to their particular school needs.

4. Professional Development

Most school boards offer comprehensive programs of professional development activities for trustees, administrators, teachers and support staff. These programs respond to a wide range of needs and interests related to special education.

The Ontario Teachers' Federation and its affiliates provide speakers, program suggestions, and workshops to their members. The Council for Exceptional Children is one of many organizations that host conferences and workshops at the provincial and local levels. Faculties of education and the Ontario Institute for Studies in Education provide many conferences in addition to their degree-granting programs.

5. Spectrum of Educational Settings

Boards are encouraged to provide, directly or indirectly, a continuum of service that would provide as full a range of placements as possible to meet the needs of exceptional pupils. The primary focus in the development of such a range of placements is to provide an exceptional pupil with the strengths and capabilities needed to return to a regular classroom or achieve success in a specialized setting.

Specialized instructional settings are based on the needs of a pupil who is not experiencing success in the regular setting. The opportunity for a specialized setting allows for greater pupil-teacher interaction and a greater focus on individual needs. The hierarchy of specialized settings reflects the intensity of this interaction and individualization required for a pupil to demonstrate success.

In many cases, the degree of supplementary assistance needed by an exceptional pupil can be met in the regular classroom, through the provision of specialized consultation to the teacher, special equipment, and the availability of additional persons with specialized skills or tasks to perform.

In order to achieve a more intense learning experience it may be deemed advisable to provide a setting in which a greater degree of individualization is possible. In this instance the pupil may meet with a qualified special education teacher. Such a session may be conducted on an individual or small group basis. This option permits the pupil to maintain a regular class placement.

The needs of some pupils are such that a more highly specialized setting is required. At this level of need, the self-contained special education classroom may be the placement recommended.

For some children whose degree or complexity of need has been unresponsive to traditional methods of help, different collaborative forms of therapeutic and educational intervention in a variety of settings may be necessary.

Where school boards cannot provide placements within their local jurisdiction, they may enter into an agreement with other school boards for some or all of the appropriate special education program(s) and service(s).

Policies and procedures for early identification and ongoing assessment, in accordance with the Education Act and regulations and Ministry of Education memoranda, should be utilized as an integral part of the process leading to special education.

6. Identification and Description of a Pupil's Needs

The identification of a pupil's needs is crucial to the provision of special education programs and services. The implementation of Policy/Program Memorandum No. 11, 1982, "Early Identification of Children's Learning Needs", requires school boards to identify all pupils' strengths and weaknesses when they are first enrolled and to reassess them on a regular basis. The nature of the classroom situation and of the relationship between the teacher and the pupil can generate insightful information regarding the pupil's current level of functioning. However, the major focus in this process is on the teacher's ability to observe the pupil's behaviour and synthesize pertinent assessment data into meaningful acceptable educational objectives.

The process of early identification should alert parents, as well as teachers, to the special needs of some pupils. Referral to an Identification, Placement, and Review Committee (IPRC) may result in additional specialized assessments being conducted. A number of factors -- physical, social, emotional, cultural, and environmental -- influence pupil's learning needs. Effective liaison and communication with parents and professionals in a variety of disciplines are essential.

In the process of identifying exceptional pupils, the IPRC is obliged to employ the definitions of exceptionalities provided by the Minister of Education. (See part 1, section 9 of this document.) Each board is required, by legislation, to develop a parent guide for the information of parents/guardians to describe the referral, identification, placement and appeal process, and set out the provisions of section 6 of Ontario Regulation 554/81.

The primary purpose of collecting educational data is to provide specific information in order to develop programs to meet each pupil's needs, interests, and levels of functioning. Such information may form the basis for the development of an educational assessment when a pupil is referred to an IPRC.

The data are acquired through a variety of means. While the classroom teacher's observations are an integral component of data collection, formal and informal testing will include diagnostic and achievement tests. Parental insights and observations may also help the teacher assess the pupil's educational·skills.

Psychological and Health Assessment

In some cases, classroom teachers may require the assistance of other professional personnel who are qualified to collect highly specialized data. In the utilization of such professionals, school boards are advised to be aware of the need to explore fully with them the nature and extent of the services which they might be able to provide. Where an IPRC requests health and psychological assessments, parental approval in writing, or the approval of the pupil who is eighteen years of age or more, must be obtained.

Utilization of Assessment Information

School personnel involved in administering specialized assessments should also be mindful of the following:

- Reports should be shared with parents as well as with the professional staff who are planning and implementing education programs.
- Existing directions regarding confidentiality of information will be found in the Education Act and Regulation 271: Pupil Records.
- In the case of certain specialized assessment information, the raw data may be determined to be privileged information by those professionals conducting the assessments. The location and filing of reports based on raw data should be in accordance with the Education Act and Regulation 271.

7. Parent Guide

The development of the parent guide and its availability to parents is to be in accordance with Ontario Regulation 554/81, subsections 2(7) and (8), and is to:

a) describe the circumstances in which and the procedures under which a pupil may be referred to a committee;

b) outline the procedures referred to in subsection (3) and any additional procedures required by the boards under subsection (6) that are required to be followed by a committee in identifying a pupil as an exceptional pupil and determining the recommended placement of the pupil;

c) explain the function of, and the right to appeal determinations of a committee, to the appeal board;

d) set out the provisions of section 6 of the regulation related to the prerogative of a school board to place the exceptional pupil where the parent refuses to consent to the placement and to give notice of appeal and has not instituted proceedings in respect to the determinations of the committee;

e) be available at each school with copies provided to the appropriate Regional Director of Education of the ministry;

f) be available in the English or French language, as the case may be.

8. Identification, Placement, and Review

Ontario Regulation 554/81 is the legal basis upon which school boards develop and implement the procedures for identifying, placing, and reviewing the placement of pupils and providing parent/guardians the right of appeal with respect to identification or placement of an exceptional pupil. Therefore, school boards are encouraged to develop such procedures with direct reference to the regulation. The following sections highlight the intent of the legislation and the direction school boards should take in the IPRC and appeal process.

Pupil Referral

THE PRINCIPAL MAKES ALL REFERRALS TO AN IPRC

Referral may be made upon written notification to a parent of a pupil, or shall be made at the written request of a parent of a pupil, to the committee that the principal considers to be the most appropriate.

Identification

AN EDUCATIONAL ASSESSMENT MUST BE OBTAINED AND CONSIDERED BY AN IPRC

The educational assessment may be prepared by a school educational team, under the leadership of the principal and/or designate. Components of the educational assessment should include teacher observations, the results of formal and informal teacher tests, diagnostic and achievement data, and parental observations.

Where a health and/or psychological assessment are required by the IPRC, written permission of the parent must be obtained. Health assessments must be conducted by a legally qualified medical practitioner. Psychological assessments must be conducted or supervised by a registered psychologist.

The IPRC shall interview the parent and shall, with the consent of the parent, interview the pupil to ensure parental and pupil participation in the making of any determination.

The identification of the pupil as exceptional or not exceptional is determined by the IPRC, based on the needs of the pupil as delineated through the assessment process.

Where the committee identifies the pupil as not exceptional, a written statement of this determination, in accord with the regulation, shall be forwarded to the parent, the principal, and the board. Where the committee identifies the pupil as an exceptional pupil, a placement must be recommended.

Placement

PLACEMENT IN A SPECIAL EDUCATION SETTING MUST ALLOW FOR A SPECIAL EDUCATION PROGRAM AND ANY SPECIAL EDUCATION SERVICES DEEMED NECESSARY IN MEETING THE IDENTIFIED NEEDS OF THE EXCEPTIONAL PUPIL

Once the needs of the exceptional pupil have been determined by an IPRC from the assessment data, and all the relevant opinions, views and information, a recommendation is made with respect to the appropriate educational placement for the pupil. This recommendation should be based on the spectrum of settings that, in the judgement of the members of the IPRC, best meets the needs of the child, for example, resource/withdrawal, self-contained class, part-time self-contained class or special school. The actual location of the placement in a special education setting may be a factor which is considered in determining the appropriateness of the placement.

The specific exceptionality definitions provided by the Minister under the authority of subsection 8(2) of the Education Act are to be utilized in determining the statement of needs.

The determination of the pupil as exceptional or not exceptional and the recommendation for placement of an exceptional pupil shall be forwarded, in writing, to the parent and to the principal.

Prior to the actual placement of the pupil in a special education program, the written consent of the parent must be obtained.

Where, after 30 days from the date of the written notification of the committee, the parent fails to respond to the IPRC's determinations, and has not given notice of appeal, and has not initiated other proceedings, the board may direct the principal to place the exceptional pupil as recommended by the committee and to notify the parent of the action that has taken place.

Review

THE PLACEMENT OF AN EXCEPTIONAL PUPIL SHALL BE REVIEWED

Where a board provides a special education program or services to an exceptional pupil, the parent/guardian shall be advised in writing of any review, notices, and discussions to take place at the IPRC level.

At least once every twelve months, an IPRC shall review the placement of each exceptional pupil.

Any time after the placement has been in effect for three months, a parent or the principal of the school may apply, in writing, to the chief executive officer for a review by a committee, of the placement of an exceptional pupil.

The placement of an exceptional pupil may not be changed without prior notification in writing of the proposed change, a discussion of the proposed change between the IPRC and the parent, and the written consent of a parent.

The intent of the review process is to determine if the placement is still appropriate.

Appeals

A PARENT/GUARDIAN HAS THE RIGHT TO APPEAL THE DECISIONS OF AN IPRC WITH RESPECT TO IDENTIFICATION AND/OR PLACEMENT OF AN EXCEPTIONAL PUPIL

The appeal procedure is an extension of the guarantee of the involvement and the rights of parents and pupils, as initiated by the IPRC process.

Where a school board establishes a special education appeal board, Ontario Regulation 554/81 describes the procedures to be followed.

Where a parent/guardian of a pupil has exhausted all rights of appeal under Ontario Regulation 554/81 and is dissatisfied with the decision in respect of the identification and/or placement of their child, the parent/guardian may apply to the secretary of the Ontario Special Education Tribunal (English or French) for a hearing for leave to appeal to a regional tribunal.

The decision of the Ontario Special Education Tribunal (English or French) or of a regional tribunal is final and binding. The tribunal hearing the appeal may dismiss the appeal or grant the appeal and make such order as it considers necessary with respect to the identification or placement of the pupil.

To avoid further duplication within the appeal process, school boards are encouraged to record accurately and maintain detailed documentation relative to all IPRC and special education appeal board meetings.

It is likely that the counsel for the parents, or the parents themselves, will be required to outline the grounds for the appeal, and the board or counsel for the board will be required to prepare a reply. Similarly, the party initiating the leave hearing will be required, prior to a hearing by the tribunal, to prepare a statement of material facts. Therefore, the aforementioned documentation is of major importance.

9. Specialized Provisions

The following specialized provisions are part of the spectrum of services available to meet the needs of exceptional children:

Programs Provided by a School Board in Lieu of a Provincial Service for Deaf, Blind, and Deaf/Blind Exceptional Pupils

Under the Education Act every school board is required to provide or enter into agreement with another board to provide special education programs and services for its resident pupils, including the visually handicapped and hearing impaired.

A board may wish to provide a special education program of instruction and support services to serve blind, deaf, or deaf/blind exceptional pupils (resident-internal or non-resident pupils) comparable to that provided at a provincial school.

The sophistication and intensity of the program to be delivered within the jurisdiction of the school board requires ongoing consultation with, and the participation of, educational specialists from the provincial schools.

Such a program may be recognized as being in lieu of a provincial service. Requests for approval for grant purposes must be submitted to the Regional Director of Education on an annual basis according to Policy/Program Memorandum No. 76C (see Appendix I).

Funding, subject to the approval of the Minister, will be in accordance with the General Legislative Grants Regulation.

Education Programs in Government-Approved Facilities For Care and Treatment of Children with Special Needs

Under the authority of the Education Act and the Regulations and consistent with attempts to provide equal educational opportunity to all pupils within their respective jurisdictions, school boards, at the request of government-approved care and/or treatment facilities for children and youth, with approval from the Minister, may enter into agreements to provide educational programs for children in these facilities.

In order to facilitate the development of co-operative working arrangements and agreements between school boards and care and/or treatment facilities, the ministry document "Education Programs in Government-Approved Facilities for the Care and Treatment of Children with Special Needs" has been developed. It stresses the need for the multi-disciplinary approach and outlines the options available to school boards in the provision of education programs and the steps to be followed in setting up and renewing agreements between boards and these facilities. It is expected that school boards will refer to this publication when entering into such agreements.

For further information, school board officials are advised to contact the special education officer in the appropriate regional office of the Ministry of Education.

Personalized Special Instructional Equipment

Under certain circumstances the Ministry of Education will consider school boards' requests for grants for special instructional equipment to meet the individual needs of a disabled pupil.

Regional Directors of Education may approve a portion of the cost for grant purposes; school boards are not required to follow capital grant procedures in these cases. The cost of such equipment shall be paid for in one year and the approved amount may be recognized as extraordinary expenditure.

School boards should submit applications for special instructional equipment by letter to the Regional Director of Education, accompanied by a statement substantiating its need from a clinical specialist in the field of disability concerned, and a description of the type and cost of the equipment.

The Regional Director of Education may approve part or all of the request.

10. Early Identification of Children's Learning Needs

The early identification of children who need additional educational support has been a long-time priority in Ontario. Since September 1979, the Ministry of Education has required all school boards to develop early identification and ongoing assessment procedures for Ontario pupils. Although these procedures are not considered to be part of special education, children identified may receive a variety of support services. Documentation on these support services, and a monitoring of ongoing school progress, should be an integral part of any later recommendations for special education services. (See the Education Act 8(2)(a) and Appendix I of this document, Memorandum No. 11.)

It is recognized, however, that some pupils will be referred to an IPRC in later grades, even though no interventions were deemed necessary in the early identification process.

PART V: ROLES AND RESOURCES OF RELATED MINISTRIES

1. Ministry of Community and Social Services

The Ministry of Community and Social Services exists to help those persons in Ontario with special needs: children and adults who require assistance on either a temporary or a long-term basis.

That assistance is provided by a wide range of services. It may take the form of financial relief, physical care, or professional counselling, to cite a few examples.

The services of the Ministry of Community and Social Services provided both directly to and through funded agencies, can be grouped into two main categories: children and their families; and adults. This section deals only with services to children and/or their families. Services to children and/or their families include:

- group or foster homes
- adoption or foster parents
- help with physical, emotional, or developmental disabilities
- temporary or long-term help for children in need of protection
- probation and aftercare programs

Regional Offices

For the provision of services at the local level, the province is divided into four regions: northern, southwestern, southeastern and central. Within each region area offices administer services and provide information about funding, existing programs and services, and proposals for new programs.

The responsibilities for some programs are shared with private agencies or other levels of government. The area offices can help either directly or by referral. (For office locations see pages 61-63)

Family and Children's Services

For most children, the family is the best environment in which to learn and grow into responsible and independent adults. Therefore, a major aim of ministry programs is to strengthen the family unit and help children develop in a healthy home atmosphere.

It is recognized, however, that some children need the protection or the specialized help available only from outside the home. The variety of programs provided by the ministry are intended to address this need.

Children's Aid Society (CAS)

Children's aid societies (also called family and children's services) have two key responsibilities: assisting children who are in need of protection and supporting families in their child-raising responsibilities. The activities of local children's aid societies are preventative in that they attempt to deal with a family problem before it develops into a crisis.

The societies are non-profit corporations. The ministry provides supervision and major funding in partnership with local government. The services of the CAS in local communities include:

- programs to prevent family breakups, including parent education and family counselling
- protection of children from abuse and from situations of distress
- guidance for mothers-to-be who are on their own
- foster homes for children needing temporary or long-term placement
- adoption services - all aspects involved in helping a family arrange for and adjust to the adoption

Local children's aid societies (or family and children's services) are listed in the telephone directory, under "C".

Child Abuse And Neglect

The law says that "anyone who has information that a child is in need of protection must report this information to a children's aid society immediately. A children's aid society is legally required to investigate and must take appropriate action to protect the child".

Prevention

Public education is an important part of child abuse prevention. The ministry produces pamphlets and booklets for public use, as well as guidelines and research reports for professional use. The ministry also funds a variety of demonstration projects and programs aimed at preventing child abuse. For example, a central child abuse register has been set up to record the names of all children who have suffered abuse and the persons who have inflicted or permitted abuse. This information is then available to children's aid societies throughout the province as a means of "tracking" the child, thereby assisting the CAS in preventing repetition of incidents of child abuse in the family.

Young People in Trouble With the Law

The ministry supervises various programs and facilities for young people in trouble with the law. For instance, a young offender placed on probation is supervised by a probation and aftercare officer. The young offender may continue to live at home or may be placed in a foster or group home funded by the ministry. The ministry operates a small number of training schools for young offenders in need of a structured setting and assessment centres that ensure appropriate habilitation programming.

Children Requiring Residential Care

The ministry funds and supervises homes for children and youths unable to live with their families or on their own. Temporary accommodation is sometimes necessary during a family crisis such as illness, separation, or loss of housing. Long-term needs are filled by group homes, foster homes, and institutional care.

Foster Parenting

There is a continuing need for foster parents, who take care of boys and girls on both a short- and a long-term basis. Youngsters need foster care for a variety of reasons: they may have emotional or behavioural problems, may have been in trouble with the law, or cannot live at home in safety.

Local children's aid societies may be approached concerning current activities.

Children Requiring Emotional Care

Children with behavioural or psychological problems may receive care and treatment at children's mental health centres located throughout the province. These centres provide services for emotionally disturbed children, youths, and their families with a view to returning them home as contributing members of society.

The ministry attempts to ensure that each child with emotional problems has reasonable access to a range of mental health services. The ministry supervises these centres and provides operating funds.

Day Nurseries

The ministry ensures that all daycare centres and nurseries meet accepted standards of child care, educational stimulation, health, nutrition, child guidance, and fire safety. It licenses and supervises all group programs for normal children up to 10 years of age and for developmentally handicapped children, ages two to 18 years.

There are different types of daycare centres and nurseries within the community. People living in their homes can set up a private home-daycare agency caring for not more than five children. Some private homes are "supervised" by the local municipality or an approved agency and some qualify for a fees subsidy from the municipality.

Disabled Children at Home

Families who care for severely disabled children in their homes may qualify for a special monthly allowance. The Handicapped Children's Benefits Program is designed to help defray the extraordinary costs related to the special assistance and treatment needed for the severely disabled child.

A severely disabled child is one who is unable to perform such basic life functions as walking, eating without assistance, personal hygiene, and communicating.

Developmentally Handicapped Children

Services to developmentally handicapped children (children with a mental impairment or mental retardation) are administered by the ministry, community agencies, and facilities for the mentally retarded. Some facilities are owned and operated by the ministry; others are funded by the ministry and operated by local school boards. In the local community, services for retarded children may include:

. assessment and diagnostic funding

. family counselling

. day nurseries

. parent relief

. nursing and medical care

- behaviour modification programs
- training
- recreational and social activities
- life-skills training
- community outreach programs
- special programs for retarded children with additional disabilities such as hearing or sight loss

For Further Information

Pamphlets describing ministry services and programs are available from area offices of the Ministry of Community and Social Services or from:

Communications Branch
Ministry of Community and Social Services
Room MI-51, Macdonald Block
Queen's Park
Toronto, Ontario
M7A IE9
Telephone: (416) 965-7825

Regional Offices: Children's and Adults' Services

Northern Ontario Regional Office

473 Queen Street East
2nd Floor
Sault Ste. Marie, Ontario
P6A IZ5
(705) 949-8052

Area Offices

111 Larch Street
St. Andrew's Place
8th Floor
Sudbury, Ontario
P3E 4T5
(705) 675-4544

710 Victoria Ave.
Suite 301
Thunder Bay, Ontario
P7C 5P7
(807) 475-1345

222 McIntyre St. West
North Bay, Ontario
PIB 2Y8
(705) 474-4452

Central Ontario Regional Office

2195 Yonge Street
10th Floor
Toronto, Ontario
M4S 2B2
(416) 963-1010

Area Offices

110 Eglinton Ave. W.
5th Floor
Toronto, Ontario
M4R 2C9
(416) 965-7863 or
965-8449

70 Collier Street
5th Floor
Barrie, Ontario
L4M 4Z2
(705) 737-1311

90 Dundas Street West
2nd Floor
Mississauga, Ontario
L5B 2T5
(416) 276-7670

Southeastern Ontario Regional Office

336 Alfred Street
Kingston, Ontario
K7L 3S5
(613) 547-3481

Area Offices

1055 Princess Street
Suite 305
Kingston, Ontario
K7L 4Y3
(613) 547-3450

60 Hunter Street E.
Peterborough, Ontario
K9H IG5
(705) 743-1624

10 rue, Rideau
Ottawa, Ontario
KIN 9JI
(613) 234-1188

Southwestern Ontario Regional Office

195 Dufferin Avenue
5th Floor
London, Ontario
N6A IK7
(519) 438-8344

Area Offices

499 King Street East
St. John Place
2nd Floor
Hamilton, Ontario
L8N IGI
(416) 525-6431

195 Dufferin Avenue
5th Floor
London, Ontario
N6A IK7
(519) 438-8387

75 King Street South
5th Floor
Waterloo, Ontario
N2T IP2
(519) 886-4700

250 Windsor Avenue
2nd Floor
Windsor, Ontario
N9A 6V9
(519) 254-1651

District Offices: Children's and Adults' Services

11 Elm Street North
Timmins, Ontario
P4N 6A3
(705) 267-7901

P. O. Box 429
104 Government Road
Keewatin, Ontario
POX ICO
(705) 547-2801

2. Ministry of Health

The programs and services described below are provided by local boards of health as mandated by the Health Protection and Promotion Act, 1984.

Public Health Nursing Services

These services are aimed at preventing illness and disease, promoting health, and providing programs in the following areas:

- Prenatal education. The program provides a series of classes on pregnancy, childbearing, physical preparation for childbirth, nutrition, and infant care to prepare prospective parents for the arrival of their child.
- Parent education. The program offers a series of classes to parents of infants and young children on health supervision; nutrition, growth, and development; infant stimulation; immunization; and behaviour problems.
- Day Care and Day-Nursery Health Supervision. The program provides health supervision to children in daycare centres and day nurseries and includes identification and follow-up of children with special health needs, liaison with home, and provision of health screening services.
- Preschool Health Assessment. The program (which varies in content among health agencies) may include health assessment, developmental testing, vision and hearing screening, parent counselling in child growth and development, and behaviour problems and referrals.
- School Health Services. These services include a wide range of services, for example: health supervision and assessment; counselling; immunization; vision and hearing screening; scoliosis screening and assistance in health education; prevention of communicable diseases; home visiting; and referrals to other health agencies.

Family Planning Services

These include educational, promotional, counselling and clinical services. Clinical services provide examination by a physician, laboratory tests, counselling, and, in some instances, provision of contraceptives.

Nutrition Services

These services are provided primarily by public health nursing, dental, and nutrition staff. They include promotion, education, information, counselling, and consultative services. Some topics commonly addressed are: snacking and dental health, factors affecting food choices, establishment of good eating habits, and maintenance of desirable weight. Consultation on school food services and development of joint school/community programs is also available.

Dental Health Services

These services are provided by dental hygienists and dental health educators. They include the following programs for the prevention of dental disease and the promotion of good oral health for preschool and elementary school children:

- graded levels of instruction in dental health education and oral hygiene care
- annual inspection of selected children and referral for treatment needs.
- fluoride mouthrinse for children in non-fluoridated areas
- individual cleaning and topical fluoride application for high risk children

Control of Communicable Diseases

An immunization program implementing the Immunization of School Pupils Act is in effect. The medical Officer of Health has the authority, under the Act, to order the suspension of a child attending school, if the child is not and will not be immunized, and is not otherwise protected against diphtheria, tetanus, polio, measles, mumps, and rubella and has no valid medical or religious exemption.

Visual and Communication Aids

The Ministry of Health's Assistive Devices Program (ADP) provides Ontario residents who are 18 years of age and under and have a chronic illness or disability, approximately 75 per cent of the cost of visual and communication aids.

ADP currently covers wheelchairs and other mobility aids, prostheses, orthoses (including specialized seating systems, custom fabricated shoes and anti-burn/scar splints), hearing aids, genito-urinary and ostomy drainage supplies, and respiratory equipment and supplies.

Eligible visual aids include optical aids (magnifiers, telescopic systems); reading systems (closed-circuit TV enlargers); orientation and mobility devices (sonic guides, mowat sensors, canes); sight-substitution communication aids (braillers, talking calculators, opticons); and adaptations to specialized medical equipment.

Communication aids covered by the program are alternate/ augmentative aids such as communication boards, speech synthesizers; signalling aids used to get attention; recording aids, which replace written communication; and speech and voice aids, such as an artificial larynx voice amplifier or palatal lifts and obturators.

In order to have 75 per cent of the cost of equipment covered, the young person must be first assessed by a physician. The physician then refers the client to an appropriate authorizer who works with the young person and the family to determine the exact specifications of the equipment needed.

Once an ADP authorization form is complete, the equipment may be purchased from a vendor of choice (except where otherwise specified).

For further information concerning the program or the workshops, please telephone the Assistive Devices Program toll free 1-800-268-6021 or in Toronto 963-1957 or write:

ADP
Ontario Ministry of Health
15 Overlea Blvd., 6th Floor
Toronto, Ontario
M4H IA9

Public Health Inspection Services

These are provided primarily by public health inspectors directed to the protection and promotion of community public health. They include:

- building inspection for schools for public health hazards (e.g., lighting, washrooms, swimming pools, showers, noise control)
- inspection of eating areas and food handling

Health Education

Learning opportunities are provided in all areas of prevention, including lifestyle diseases. Health pamphlets are available from the local health unit, or directly from:

Health Resource Centre
Health Promotion and Information Branch
Ministry of Health
Hepburn Block, 9th Floor
Toronto, Ontario M7A 1S2

Public Health Units

Algoma Health Unit
Civic Centre, 6th Floor
99 Foster Drive
Sault Ste. Marie, Ontario P6A 5X6

Brant County District Health Unit
194 Terrace Hill Street
Brantford, Ontario N3R 1G7

Bruce County Health Unit
30 Park Street
P. O. Box 248
Walkerton, Ontario N0G 2V0

Durham Regional Health Unit
Community Health Services Centre
301 Golf Street
Oshawa, Ontario L1G 4B2

Eastern Ontario Health Unit
1000 Pitt Street
Cornwall, Ontario K6J 3S5

Borough of East York Health Unit
550 Mortimer Avenue
Toronto, Ontario M4J 2H2

Elgin-St. Thomas Health Unit
2 Wood Street
St. Thomas, Ontario N5R 4K9

Etobicoke Health Department
Etobicoke Civic Centre
Etobicoke, Ontario M9C 2Y2

Grey-Owen Sound Health Unit
595 9th Avenue East
Owen Sound, Ontario N4K 3E3

Haldimand-Norfolk Regional Health Unit
365 West Street
P. O. Box 247
Simcoe, Ontario N3Y 4L1

Haliburton-Kawartha-Pine Ridge District Health Unit
860 William Street
Cobourg, Ontario K9A 4K8

Halton Regional Health Unit
1151 Bronte Road
P.O. Box 7000
Oakville, Ontario L6J 6E1

Hamilton-Wentworth Regional Health Unit
74 Hughson St. South
P. O. Box 897
Hamilton, Ontario L8N 2A8

Hastings and Prince Edward Counties Health Unit
208 Bridge St. East
Belleville, Ontario K8N 1N8

Huron County Health Unit
Court House
Goderich, Ontario N7A 1M2

Kent-Chatham Health Unit
435 Grand Avenue West
P. O. Box 1136
Chatham, Ontario N7M 5L8

Kingston, Frontenac, and Lennox and Addington
Health Unit
221 Portsmouth Avenue
Kingston, Ontario K7M 1V5

Lambton Health Unit
333 George Street
Sarnia, Ontario N7T 4P5

Leeds, Grenville, and Lanark District Health Unit
70 Charles Street
Brockville, Ontario K6V IT3

Middlesex-London District Health Unit
346 South Street
London, Ontario N6B 1B9

Muskoka-Parry Sound Health Unit
Pine Street, P. O. Box 1019
Bracebridge, Ontario P0B 1C0

Niagara Regional Health Unit
130 Lockhart Drive
St. Catharines, Ontario L2T IW4

North Bay and District Health Unit
200 McIntyre St. East
P. O. Box 185
North Bay, Ontario P1G 8G8

Northwestern Health Unit
15 Ocean Avenue West
R. R. 1
Kenora, Ontario P9N 2W7

North York Health Department
5100 Yonge Street
Willowdale, Ontario M2N 5V7

Ottawa-Carleton Regional Health Unit
1827 Woodward Drive
Ottawa, Ontario K2C 0R5

Oxford County Board of Health
509 Brant Street
P. O. Box 485
Woodstock, Ontario N4S 7Y5

Peel Regional Health Unit
10 Peel Centre Drive
Brampton, Ontario L6T 4B9

Perth District Health Unit
653 West Gore Street
Stratford, Ontario N5A 1L4

Peterborough County-City Health Unit
835 Weller Street
Peterborough, Ontario K9J 4Yl

Porcupine Health Unit
169 Pine Street South
Timmins, Ontario P4N 2K3

Renfrew County and District Health Unit
1217 Pembroke Street East, Highway 17
P. O. Box 940
Pembroke, Ontario K8A 7M5

Scarborough Health Department
Scarborough Civic Centre
160 Borough Drive
Scarborough, Ontario M1P 4N8

Simcoe County District Health Unit
County Administration Centre
Midhurst, Ontario L0L 1X0

Sudbury and District Health Unit
1300 Paris Crescent
Sudbury, Ontario P3E 3A3

Thunder Bay District Health Unit
300 Lillie St. North
P. O. Box 1024
Thunder Bay, Ontario P7C 4X8

Timiskaming Health Unit
6 Tweedsmuir Road, Suite 206
P. O. Box 426
Kirkland Lake, Ontario P2N IH9

Toronto City Health Department
East Tower, 7th Floor
City Hall
100 Queen Street West
Toronto, Ontario M5H 2N2

Waterloo Regional Health Unit
850 King Street West
Kitchener, Ontario N2G 1E8

Wellington-Dufferin-Guelph Health Unit
205 Queen St. East
Fergus, Ontario N1M 1T2

Metro Windsor-Essex County Health Unit
1005 Ouellette Avenue
Windsor, Ontario N9A 4J8

Borough of York Health Department
2700 Eglinton Avenue West
Toronto, Ontario M6M 1V1

York Region Public Health Branch
22 Prospect Street
Newmarket, Ontario L3Y 3S9

PART VI: APPENDICES

1. Memoranda from the Ministry of Education

Policy/Program Memorandum	Subject	Issue Date
No. 1	Ontario Schools for the Deaf and the Ontario School for the Blind as Resource Centres	Revised 1982
No. 8	Learning Disabilities	Revised 1982
No. 11	Early Identification of Children's Learning Needs	Revised 1982
No. 36	Revision to Regulations under the Vocational Rehabilitation Services Act, 1970	81/11/23
No. 48	1. The Education Amendment Act, 1980 2. Special Education Regulations	82/03/03
No. 54	Ministry of Education Training Programs for Teachers, 1984-85	84/06/20
No. 59	Psychological Testing and Assessment of Pupils	82/10/11
No. 76C	Programs Provided by a Board in Lieu of a Provincial Service for Deaf, Blind, and Deaf-blind Exceptional Pupils	84/07/18
No. 81	Provision of Health Support Services in School Settings	84/07/19

Financial/ Architectural Memorandum	Subject	Issue Date
No. 4	Approval of Personalized Special Instructional Equipment	84/01/20
No. 14B	Funding of Education Programs for Pupils in Government-Approved Care and/or Treatment Facilities	82/11/18
No. 18	Grants to School Boards for French-As-A-First-Language Professional Development	84/06/06

Ministry
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Ontario

Issued under the authority
of the Deputy Minister
of Education

Policy/Program Memorandum No. 1

Date of Issue: Revised 1982

Effective: Until revoked or modified

Subject: ONTARIO SCHOOLS FOR THE DEAF AND THE ONTARIO SCHOOL FOR BLIND AS RESOURCE CENTRES

Application:
Regional Directors of Education
Directors of education
Superintendents of separate schools
Principals of schools

Reference: Memorandum 1971-72:4

The Ontario Schools for the Blind and the Deaf are prepared to act as resource centres to school boards and to provide appropriate assistance and guidance insofar as their personnel and facilities will permit. Requests for assistance should be made by local officials to the Regional Director of Education who will examine the requests and pass them along with comments or suggestions to the Superintendent of the school serving his or her region.

Ministry
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Issued under the authority
of the Deputy Minister
of Education

Policy/Program Memorandum No. 8

Date of Issue: Revised 1982

Effective: Until revoked or modified

Subject: LEARNING DISABILITIES

Application: Directors of education
Principals of schools

References: Memorandum 1978-79:14 (Curriculum: The education of students with learning disabilities)

The Education Act requires school boards to provide appropriate special education programs and services for all their exceptional students by 1985, either directly, or by purchasing them from other school boards.

The Act also requires school boards to implement procedures for early and ongoing identification of the learning abilities and needs of pupils, and to prescribe standards in accordance with which these procedures are implemented. Identification and appropriate intervention at this early stage will ensure that learning-disabled students are provided with meaningful early school experiences related to their individual strengths and needs.

1. DEFINITION OF LEARNING DISABILITIES

The Ministry of Education defines learning disability (Special Education Information Handbook, 1981) as:

> A learning disorder evident in both academic and social situations that involves one or more of the processes necessary for the proper use of spoken language or the symbols of communication, and that is characterized by a condition that:
>
> (a) is not primarily the result of
>
> (i) impairment of vision;
> (ii) impairment of hearing;
> (iii) physical handicap;
> (iv) mental retardation;
> (v) primary emotional disturbance; or
> (vi) cultural difference; and

(b) results in a significant discrepancy between academic achievement and assessed intellectual ability, with defects in one or more of:

- (i) receptive language (i.e., listening, reading);
- (ii) language processing (i.e., thinking, conceptualizing, integrating);
- (iii) expressive language (i.e., talking, spelling, writing);
- (iv) mathematical computations; and

(c) may be associated with one or more conditions diagnosed as:

- (i) a perceptual handicap;
- (ii) a brain injury;
- (iii) minimal brain dysfunction;
- (iv) dyslexia; or
- (v) developmental aphasia.

2. IDENTIFICATION OF LEARNING DISABILITIES

(a) General screening to identify students with learning disabilities

Identification procedures for students suspected of having learning disabilities should be carried out in the student's language of instruction. Where a student's language is other than English or French, a reasonable delay in the language-based aspects of assessment should be considered.

The screening should consist of an early developmental review involving parents and local interdisciplinary services. The procedures involved are outlined in Memoranda 1978-79:15 and 1979-80:24 on Early identification of children's learning needs.

No single characteristic is likely to be diagnostic of a learning disability. Since children develop at different rates and in different ways, care should be taken to ensure that developmental differences are not automatically seen as disabilities. Where, however, a child is exhibiting a number of characteristics normally associated with learning disabilities, further assessment should be considered.

(b) Specific diagnostic procedures for students identified as having learning disabilities

A diagnostic evaluation for individual students should be based on some or all of the following:

- continuous educational assessment;
- detailed health assessment (hearing, vision, physical and neurological);
- psychological assessment;
- language assessment;
- social/family history;
- assessment of observed behaviours in a variety of settings.

Assessments may vary in complexity according to the requirements of each pupil under consideration.

It is essential that all results of diagnostic procedures and their implications be discussed with the parent, student, and educators involved in the planning and implementation of the student's program. It is expected that communication and co-operation will have been established previously between the home and school. Families are a most influential force in the development of children and youth; without family involvement, opportunities for the progress of exceptional pupils are greatly reduced.

3. PROGRAMMING FOR STUDENTS WITH LEARNING DISABILITIES

The assessment results (learning styles, strengths, interests, needs, and socio-emotional development) will dictate the most effective program. It is of paramount importance that the findings or psychological, educational and medical reports be translated into instructional expectations and strategies to assist teachers to meet the needs of each student. With the assistance of the resources available, including information resulting from the diagnostic procedures, the school principal, in consultation with special education and student services personnel, has the responsibility of ensuring that an appropriate program will be implemented for each student. A cautionary note should be added here. Although assessment is the basis for program development it is good practice to hold assessment results as tentative. This should not inhibit program development but, rather, permit program adjustments and modifications to be made as new information becomes available.

In many cases, reinforcement of the program at home will be desirable and productive. School and board personnel should work closely with parents to ensure that a consistent and co-operative approach is developed and sustained.

Both elementary and secondary schools should have resource teachers available to assist learning disabled students. School boards should also make provision for assistants to work with individual students where necessary, and under the direction of the classroom teacher. Such assistance might be in the form of tutorial sessions on an individual or small-group basis conducted by teachers, classroom assistants, aides, or volunteers. School boards should ensure that classroom assistants have suitable skills and knowledge for the conduct of their assignments with learning disabled students.

Students with mild forms of learning disabilities can be served appropriately within the regular classroom. A special education consultant or resource teacher can provide the assistance required by the classroom teacher in the selection and organization of materials and instructional approaches suitable to the needs of these students.

Students with moderate forms of learning disabilities will probably require assistance outside of the regular classroom on a part-time basis. The assistance should be available for individual students or small groups for part of the day. A resource room teacher, itinerant special education teacher or classroom assistant should be assigned to schools, depending on the need in each community.

Students with severe forms of learning disabilities may require placement in a special education class for children with learning disabilities.

A learning-disabled pupil's level of intelligence, background of experience, stability of personality and home support may decrease or increase his/her ability to function in school. These factors must be considered when recommending placement. A student who has some severe learning disabilities but who also has a number of strengths may be able to handle a regular classroom with part-time assistance, whereas a less disabled student who has many accompanying needs may require full-time special class placement. The type of assistance required may change from year to year. A pupil retained in a regular classroom with support help may require a full-time special class placement at a later time in his educational program. Conversely, a student requiring full-time special class placement for one or two years may be able to cope in a regular grade with part-time assistance at the end of that time. Some mildly disabled students may need part-time assistance for a period of time to develop strategies to help them cope adequately in a regular classroom.

The enrolment and the placement of students in such programs are to be in accordance with the terms of Regulation 262 Elementary and Secondary Schools and Schools for Trainable Retarded Pupils - General, as amended by Ontario Regulation 617/81, and in accordance with the the guidelines in the Special Education Information Handbook, 1981.

School boards should provide professional support services to classroom personnel for ongoing assistance in individual student program development, evaluation and follow-up.

Liaison with the home, other involved professionals, and community agencies must be maintained to ensure integration of services and the effectiveness of the program.

The teaching methods used with a learning disabled student must be highly personalized and compatible with the student's strengths. It is important that the methodology be structured, sequential, and reinforced with relevant activities. Acceptance, commitment, and involvement on the part of pupil and parents are critical to the success of each student's program.

Programs must be reviewed regularly (Regulation 262).

Special instructional equipment should be provided where it will be of assistance in the development of a successful program. It should be used to foster self-confidence and independence.

The education of children and youth with learning disabilities is the responsiblity of school boards in Ontario. In the majority of circumstances, children with learning disabilities will be residing in their own homes. It is recognized, however, that there are a few exceptional cases where a pupil will have a clearly identifiable need for special non-education services; i.e. care or treatment. Some pupils may require residential services for such educational programs.

Admission to the majority of residential facilities in Ontario is determined selectively on the basis of assessed need for special non-educational services. That is, the child's educational requirements, per se, have no bearing on his or her eligibility for residential care.

Responsibility for seeking appropriate residential care facilities rests directly with the parents of each pupil. School boards are, however, expected to assist parents in locating the appropriate care or treatment service. Depending upon the nature of the child's requirements, this may be provided by a children's mental health centre, children's psychiatric service, children's aid society or other organizations offering appropriate service. It should be made clear to the parent that contact does not necessarily mean the child will be accepted into an approved residential program, but only that the agencies involved and the school board will work together with the family in clarifying the nature of the child's needs and assist in finding appropriate provision.

Collaboration between school boards and the Ministry of Community and Social Services and its funded agenices will be necessary to ensure that planning responds to the needs of individual children and families generally.

Information regarding care and treatment services may be obtained from the appropriate Children's Services area office of the Ministry of Community and Social Services.

4. MINISTRY RESOURCES FOR THE EDUCATION OF STUDENTS WITH LEARNING DISABILITIES

(a) Financial assistance

The annual General Legislative Grants Regulation provides financial assistance to school boards for the provision of programs and services at the elementary and secondary school levels. This includes programs and services for children with learning disabilities.

(b) Professional development for teachers

The Ministry of Education Special Education courses permit a comprehensive program in learning disabilities during the three parts of the summer/winter courses. These courses provide for the preparation of teachers, consultants and supervisory personnel who have responsiblity for the education of exceptional students. A component of pre-service teacher education programs focuses on special instructional approaches for exceptional students, including those with learning disabilities.

(c) Curriculum development

The Ministry of Education has developed a support document entitled, Children with Learning Disabilities (Curriculum Ideas for Teachers, 1980). This publication deals with classroom instructional approaches and techniques for teachers of students with learning disabilities.

(d) Regional offices

The Ministry of Education, through its regional offices, will provide assistance to school boards in:

- (i) the use of early identification processes;
- (ii) their efforts to provide appropriate educational programs for students with learning disabilities; and,
- (iii) evaluating the effectiveness, and need for further development, of resources, programs and services.

Ministry of Education
Ontario

Issued under the authority of the Deputy Minister of Education

Policy/Program Memorandum No. 11

Date of Issue: Revised 1982

Effective: Until revoked or modified

Subject: EARLY IDENTIFICATION OF CHILDREN'S LEARNING NEEDS

Application: Directors of education
Principals of schools

References: Memoranda 1978-79:15; 1979-80:24

Each school board is required to have approved and in operation by September, 1981, procedures to identify each child's level of development, learning abilities and needs and to ensure that educational programs are designed to accommodate these needs and to facilitate each child's growth and development. These procudures are a part of a continuous assessment and program planning process which should be initiated when a child is first enrolled in school or no later than the beginning of a program of studies immediately following Kindergarten and should continue throughout a child's school life.

It is expected that school boards having adopted procudures known to be in tune with the development characteristics of young children will continue to refine them as staff knowledge and experience increases.

Some Principles for Early Indentification

1. Language development is a major component of early identification. It is important, therefore, that procedures used be in English for an English speaking child and in French for a French speaking child. Where a child's language is other than English or French, a reasonable delay in the language based aspects of assessment should be considered.

2. Teachers in consultation with parents must strive to know each child as soon and as thoroughly as possible in order to provide learning opportunities that will help each child. It is imperative that children and their parents do not feel that they are in an "examination-test" situation when information related to the provision of learning opportunities is obtained. Where necessary other professionals may assist in this process.

3. A variety of strategies should be used to maintain an ongoing review of each child's emotional, social, intellectual and physical development.

4. Continuous assessment from different perspectives should be followed up with suitable programs that reflect what is known about each child at any point in time. Such programs should be provided in an environment wherein the child feels secure.

5. Information derived from assessment should be treated as tentative and temporary; it is not appropriate to use these data to predict children's long-term achievements.

6. Teachers may identify some children with special needs who require further assessment. Teachers should consult with other professionals to determine appropriate learning programs.

SOME RESOURCES FOR EARLY IDENTIFICATION

1. In recent years there has been much activity in the development of instruments for use in early identification procedures. Careful analysis and review of these instruments in the context of primary education is essential.

2. Research consistently confirms that a supportive teacher who implements programs suited to children's individual needs and who provides immediate, positive reactions about developing competencies and attitudes, is a very reliable authority for deciding what a child can and cannot do.

3. Teachers may need to reinforce their interview skills, their skills in interpreting different facets of child behaviour, and their abilities to recognize when other professional assistance is necessary.

   Inservice activities should be developed to accommodate these needs. Professional activity days could be used most effectively for this purpose.

4. Personnel within Ontario's 43 public health units may be able to assist school boards with relevant social and health information. Contact with the local medical officers of health is encouraged.

   In jurisdictions where parents provide teachers with social and health information, parents must be assured that the information will be kept confidential, and that it will be used in establishing good educational programs for children.

5. Within regional offices of the Ministry of Education, designated staff members have responsibility for assisting boards with matters relating to early identification.

6. A resource guide to The Formative Years, tentatively entitled "The Beginning Years of School" is being prepared by the Ministry of Education. This guide will provide suggestions for implementing early identification procedures within the context of early childhood programs.

7. The Ministry of Education has initiated a number of research studies designed to provide up-to-date information on meeting the needs of young children. The reports are available either in microfiche or as bound copies from:

Ontario Government Bookstore, 880 Bay Street, Toronto,
Ontario M7A 1N8

Learning abilities: identification and intervention practices (1981)
Mr. Iain Davidson, Dr. Margaret Hughes, Dr. Harry Silverman, Ontario Institute for Studies in Education. $5.00

This study describes early identification procedures and intervention programs being used in Ontario, evaluates the reliability and validity of these techniques, and outlines criteria for choosing appropriate instruments and procedures.

The Windsor early identification project (1976)
Dr. K. G. O'Bryan, Ontario Educational Communications Authority

The approach used in the Windsor Project was multi-disciplinary, involving educators, psychologists, the medical profession and the research team. The tests developed were designed for Windsor but have general applicability with some local modification.
Bound copy $2.50 Microfiche (ON00565) $1.50

Le projet de dépistage précoce de Windsor (1976)
Dr. K. G. O'Bryan, Ontario Education Communications Authority
Bound copy $2.50 Microfiche (ON00565) $1.50

Children's characteristics on school entry (1980)
(Junior Kindergarten, Senior Kindergarten and Grade 1)
Dr. G. A. V. Morgan, University of Guelph.

The research team developed a set of instruments and used them on a representative sample of children entering school for the first time to identify the skills and abilities that they had acquired. Data was also collected on parents' expectations of the school program as well as the schools' expectations of the beginning children. $5.00

Identification of learning disabilities in Ontario: A study of the validity of assessment instruments and procedures (1980)
Dr. Robert B. MacIntyre - Ontario Institute for Studies in Education.

In addition to examining instruments and procedures, the researchers studied the process used in schools to generate, apply and interpret data. The report includes an annotated list of major tests with a validity summary for tests specific to the learning disability issue.

Early childhood education: perceptions of programs and children's characteristics (1980)
Dr. M. W. Wahlstrom, Ontario Institute for Studies in Education.

Ontario programs for children aged three to eight are described and analysed. Issues relevant to Early Childhood Education are outlined and related to the delivery of services through the programs of various agencies. $5.00

Kindergarten programs: effects of regular half day, alternate full day, and daily full day programs
Dr. Andrew Biemiller, University of Toronto.

The study examined the effects of the three types of program on the children's health, temperament, preferences and their skills in a variety of academic and social situations.
Microfiche (ON01480) $1.50

8. Many school boards have had early identification procedures in place for some time; they can provide valuable information to boards wishing assistance. A random sample of early identification programs around the province is presented in Curriculum Connections No. 14, October 1979, a publication available from the Ontario Association for Curriculum Development, c/o Edgewood Junior Public School, 230 Birkdale Road, Scarborough, Ontario, M1P 3S4. A reference copy is held by the:

Information Centre
Ontario Ministry of Education
(416) 965-1451

Ministry
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Issued under the authority
of the Deputy Minister
of Education

Policy/Program Memorandum
No. 36

Date of Issue: November 23, 1981 **Effective:** Until revoked or modified

Subject: REVISION TO REGULATIONS UNDER *THE VOCATIONAL REHABILITATION SERVICES ACT, 1970*

Application: Directors of education
Principals of schools

Reference: Memorandum 1981-82:15; September 1981 *Education Act*, R.S.O. 1980, Chapter 129

Special education responsibility legislation requires that all school boards assume full responsibility for the education of exceptional children of school age by September 1, 1985.

In conformity with the special education legislation the Ministry of Community and Social Services has revised the regulations under the *Vocational Rehabilitation Services Act, 1970* (VRS Act). The purpose of this amendment is to transfer to the educational system responsibility for providing special education to children with learning disabilities who are receiving funding under the VRS Act. No more related applications will be accepted from parents or guardians on behalf of learning disabled children after August 31, 1985.

This VRS program will be phased out gradually by temporarily allowing eligibility of those requesting special education if:

(a) they have a learning disability; and

(b) they have the right to attend school; and

(c) the school board furnishes evidence that it cannot provide an appropriate educational program.

Beginning January 1, 1982, the Vocational Rehabilitation Services Branch of the Ministry of Community and Social Services will accept applications for funding learning disabled pupils in private school programs only if the application is supported by:

(a) a written statement from the applicant's local school board verifying that the board cannot provide, either directly or through a purchase of service, an educational program which meets the applicant's educational needs; and

(b) an educational assessment and recommendation prepared by the local school board concerning the kind of educational program that will meet the applicant's needs; and

(c) a written assessment of the applicant's learning disability prepared on behalf of a school board by a person who is registered under the Psychologists Registration Act.

For the purposes of application criteria for this VRS program the Ministry of Community and Social Services has indicated that when a registered psychologist is unable to assess the applicant personally, the psychological assessment may be carried out under the supervision of a registered psychologist. Psychological assessments performed elsewhere, but acceptable to the school board, also meet these criteria.

A copy of the revisions to the VRS regulations is attached for your information.

Board officials who wish to obtain further information concerning referral procedures for the VRS program should contact their Ministry of Education Regional Office.

Ministry
of
Education
Ontario

Issued under the authority
of the Deputy Minister
of Education

Policy/Program Memorandum
No. 48

Date of Issue: March 3, 1982 Effective: Until revoked or modified

Subject:
1. THE EDUCATION AMENDMENT ACT, 1980
2. SPECIAL EDUCATION REGULATIONS

Application:
Regional directors
Directors of education
Superintendents of schools
Principals of schools

Reference: Memorandum 1981-82:32

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1. THE EDUCATION AMENDMENT ACT, 1980

Bill 82 is now incorporated into the Education Act in the Revised Statutes of Ontario, 1980. It is properly called, The Education Amendment Act, Statutes of Ontario 1980, Chapter 61 or The Education Amendment Act, 1980.

2. SPECIAL EDUCATION REGULATIONS

The special education regulations have now been approved by the Lieutenant Governor in Council and reference copies are enclosed for your use. The regulations are listed below by number and title.

(i) Regulation 274, as amended by Ontario Regulation 553/81, entitled Special Education Programs and Services;

(ii) Ontario Regulation 554/81 entitled, Special Education Identification Placement and Review Committees and Appeals.

Additional copies may be obtained from the Ontario Government Bookstore, 880 Bay Street, Toronto, Ontario M7A 1N8.

A regulation outlining provisions with respect to the establishment of Regional Tribunals is in preparation.

Ministry
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Issued under the authority
of the Deputy Minister
of Education

Policy/Program Memorandum No. 54

Date of Issue: June 20, 1984

Effective: Until revoked or modified

Subject: MINISTRY OF EDUCATION TRAINING PROGRAMS FOR TEACHERS, 1984-85

Application:
Chairmen of School Boards
Directors of Education
Principals of Schools

Reference: This memorandum replaces Policy/Program Memorandum #54, dated May 6, 1983

This memorandum describes teacher education programs operated by or for the Ministry of Education.

These programs are:

1. Teacher of the Blind and Deaf-Blind at The W. Ross Macdonald School (Brantford);
2. Teacher of the Deaf at the Teacher Education Centre (Belleville);
3. Training programs for teachers and administrators of educational programs for children with learning disabilities and specific language learning disabilities at Centre Jules Leger (Ottawa), the Sagonaska School (Belleville) and the Trillium School (Milton).

1. PROGRAMS TO TRAIN AS A TEACHER OF THE BLIND AND DEAF-BLIND

(a) Teacher of the Blind

The program to train teachers of the blind is now offered by the Faculty of Education, University of Western Ontario at The W. Ross Macdonald School, Brantford. Teachers who wish to take additional qualification courses leading to Specialist Qualification, Teacher of the Blind, should refer to Appendix A for application instructions.

(b) Teacher of the Deaf-Blind

A three-year in-service program to train as a teacher of the deaf-blind is offered during the school year by the Ministry of Education at The W. Ross Macdonald School in Brantford. Teachers who wish to take additional courses leading to the Specialist Qualification, Teacher of the Deaf-Blind, should refer to Appendix A for application instructions.

2. PROGRAM TO TRAIN AS A TEACHER OF THE DEAF

The Ministry of Education provides a program for qualified teachers to acquire certification in deaf education at the Teacher Education Centre, Belleville.

Persons who hold an Ontario Teacher's Certificate, or who will qualify for an Ontario Teacher's Certificate in the spring preceding enrolment, are eligible to apply.

Teachers who successfully complete this specialist program will receive a Diploma in Deaf Education. Their Ontario Teacher's Qualification Record Card will be endorsed to indicate that they have qualified to teach deaf or hard-of-hearing pupils in Ontario.

Refer to Appendix B for application instructions.

3. TRAINING PROGRAMS FOR TEACHERS AND ADMINISTRATORS OF EDUCATIONAL PROGRAMS FOR CHILDREN WITH LEARNING DISABILITIES AND SPECIFIC LANGUAGE LEARNING DISABILITIES

(a) Centre Jules Leger

The Centre Jules Leger, of the Faculty of Education, University of Ottawa, offers in-service teacher education programs during the school year. Teachers of regular and special education classes, counsellors, and administrators of special education programs, may wish to attend these training programs dealing with specific learning disabilities and serious language disabilities.

Ten to twelve persons will be accepted for each session. They will study the fundamental elements in the preparation and implementation of programs for learning disabled students. A selection procedure will be used which gives fair consideration to all school boards.

The objective of these programs is to inform participants about:

- the nature of disabilities in learning and language
- the methods used to identify and diagnose such disabilities
- the methods and materials used to teach children with learning and language disabilities
- the variety of organizational models which can be used in these specialized programs.

There will also be three-day programs dealing with the remediation of learning difficulties in arithmetic, language, reading and spelling.

The Ministry of Education will reimburse school boards for the cost of occasional teachers who replace participants in these programs to a maximum of $50.00 per day. School boards should send their invoices to:

Program Director
Centre Jules Leger
631 Smythe Road
Ottawa, Ontario
K1G 1N7
Telephone: (613) 523-7063

During the session, participants may have lunch and dinner at the Centre Jules Leger. The Centre does not provide living accommodation; each candidate must therefore make his or her own arrangements.

Each program includes information meetings, demonstrations, in-class observation, discussions and periods of practical instruction.

Each session is approximately 40 hours in length, beginning Monday morning and ending Friday afternoon.

Refer to Appendix C for application instructions and session dates.

(b) The Trillium School

The Trillium School in Milton offers one-week, two-week and one-day programs during the school year. Candidates for the week-long sessions should be regular classroom teachers (elementary or secondary), principals, or beginning special education or resource teachers. Experienced special education teachers and administrators will probably find the one and two-day sessions more appropriate to their needs.

Each session will accommodate ten to twelve persons, and will cover the fundamentals of developing and implementing specialized programs for children with learning disabilities.

Among the in-service initiatives are one-day and two-day workshops specifically designed for school principals, superintendents and education officers. These workshops will provide administrators with an overview of the curricula and the resources available to serve the needs of learning disabled students. The workshops will be developed co-operatively with school board personnel to ensure that the agenda for each program meets each group's specific needs.

Each program will include methods and techniques for:

- planning and implementing programs consistent with the goals and expectations of the Ministry of Education;
- assessing students' learning on a continuous, individual basis;
- diagnosing difficulties and developing appropriate programs;
- using special materials and equipment; and,
- recording and reporting the students' growth and development.

The ministry will pay a board to a maximum of $50.00 per day per teacher on a one-week or two-week program if the board is required to employ a supply teacher as a replacement. On completion of the in-service session, school boards should send their invoices to:

Program Director
Trillium School
347 Ontario Street South
Milton, Ontario
L9T 3X9
Telephone: (416) 878-8428

The ministry will supply single room accommodation on the premises at no charge.

School boards and/or teachers will be responsible for transportation and meals. Meals are available on campus at a reasonable cost.

A selection procedure will be used which gives fair consideration to all school boards. The boards will be notified of the dates of their sessions and will be asked for the names of the personnel who will be attending.

One of the goals of the teacher education program is the sharing of the concepts acquired at the Trillium School throughout each school system in the province. Visiting teachers are encouraged to present these ideas to their colleagues.

Refer to Appendix D for application instructions and session dates.

(c) The Sagonaska School

Although the Sagonaska School is a new member of the Demonstration School team, it has a long history of providing educational programs for students with specific language learning disabilities.

During the school year, Sagonaska offers one-day information sessions for parents, educators and other interested persons, as well as intensive three-week in-service sessions for teachers. The teacher training sessions are designed to meet the needs of the school boards which are considering implementation of programs for students with specific language learning disabilities.

Because of limited accommodation and the need to provide effective practicum assignments, enrolment at each session will be restricted to five candidates.

Each session will last three weeks and will familiarize teachers with instructional techniques and learning materials which address specific language learning disabilities. The methodologies used at the Sagonaska School will require intensive work if they are to be mastered in this period of time.

The program will consist of formal lectures, observations of video-taped lessons and classroom demonstrations, reading and research assignments. Practicum assignments in tutoring individual students and teaching class groups of five or six students will also be included in the program. Although most contact with students will occur during the day in the regular classrooms, there will be assignments to work with individual students during the evenings in the residences.

The ministry will pay a board to a maximum of $50.00 per day per teacher on course if the board is required to employ a supply teacher as a replacement. On completion of the in-service session, school boards should send their invoices to:

Program Director
Sagonaska School
350 Dundas Street West
Belleville, Ontario
K8P 1B2
Telephone: (613) 962-8658

The Sagonaska School has a small professional library which will be available to candidates.

The ministry will provide single room accommodation at no charge. Meals are available on campus at reasonable cost. School boards and/or teachers will be responsible for costs of transportation and meals.

A list of materials to be brought to the session will be sent to each applicant upon receipt of his or her confirmation of registration.

Refer to Appendix E for application instructions and session dates.

APPENDIX A

1. (a) PROGRAM TO TRAIN AS TEACHER OF THE BLIND

Teachers who wish to take additional qualications courses leading to Specialist Qualification, Teacher of the Blind, should contact:

Educational Services
Faculty of Education
The University of Western Ontario
1137 Western Road
London, Ontario
N6G 1G7
Telephone: (519) 679-2368

This course is provided at The W. Ross Macdonald School, Brantford.

(b) PROGRAM TO TRAIN AS TEACHER OF THE DEAF-BLIND

Teachers who wish to take additional courses leading to the Specialist Qualification, Teacher of the Deaf-Blind, should contact:

The Superintendent
The W. Ross Macdonald School
350 Brant Avenue
Brantford, Ontario
N3T 3J9
Telephone: (519) 759-0730

APPENDIX B

2. PROGRAM TO TRAIN AS TEACHER OF THE DEAF

Applications for the 1984-85 session must be submitted by June 29, 1984 to:

Program Co-ordinator
Teacher Education Centre
Sagonaska School
350 Dundas Street West
Belleville, Ontario
K8P 1B2
Telephone: (613) 962-8658

APPENDIX C

3. (a) TRAINING PROGRAM FOR FRANCOPHONE TEACHERS AND ADMINISTRATORS OF EDUCATIONAL PROGRAMS FOR CHILDREN WITH LEARNING DISABILITIES AND SPECIFIC LANGUAGE LEARNING DISABILITIES (LEGER)

Forward applications to:

Faculty of Education
University of Ottawa
651 Cumberland Street
Ottawa, Ontario
K1N 6N5

The dates for the 1984-85 sessions are as follows:

15 octobre au 19 octobre 1984	Troubles d'apprentissage (primaire)
5 novembre au 9 novembre 1984	Troubles d'apprentissage (secondaire)
21 janvier au 25 janvier 1985	Troubles de langage
4 au 8 février 1985	Troubles d'apprentissage (primaire)
25 février au 1er mars 1985	Troubles d'apprentissage (secondaire)
25 mars au 29 mars 1985	Troubles d'apprentissage (primaire)
15 avril au 19 avril 1985	Troubles de langage
6 mai au 10 mai 1985	Session de reintegration

MINI SESSIONS

26, 27, 28 novembre 1984	Lecture
20, 21, 22 février 1985	Orthographe
18, 19, 20 mars 1985	Mathematique
29, 30 avril, 1er mai 1985	Lecture
15, 16, 17 mai 1985	Langage
27, 28, 29 mai 1985	Orthographe

APPENDIX D

3. (b) TRAINING PROGRAMS FOR ANGLOPHONE TEACHERS AND ADMINISTRATORS OF EDUCATIONAL PROGRAMS FOR CHILDREN WITH LEARNING DISABILITIES (TRILLIUM)

Forward applications to:

Program Director
Trillium School
347 Ontario Street South
Milton, Ontario
L9T 3X9
Telephone: (416) 878-8428

The dates for the 1984-85 sessions are as follows:

September 17 to 21, 1984
October 1 to 5, 1984
October 15 to 19, 1984
October 29 to November 2, 1984
November 5 to 9, 1984
November 19 to 23, 1984
November 26 to 30, 1984
December 10 to 14, 1984
January 14 to 18, 1985
January 28 to February 1, 1985
February 4 to 8, 1985
February 18 to 22, 1985
February 25 to March 1, 1985
March 25 to 29, 1985
April 15 to 19, 1985
April 22 to 26, 1985
May 6 to 17, 1985 (Two-week session)
May 27 to 31, 1985
June 10 to 14, 1985

APPENDIX E

3. (c) TRAINING PROGRAMS FOR ANGLOPHONE TEACHERS AND ADMINISTRATORS OF EDUCATION PROGRAMS FOR CHILDREN WITH SPECIFIC LANGUAGE LEARNING DISABILITIES (SAGONASKA)

Forward applications to:

Program Director
Sagonaska School
350 Dundas Street West
Belleville, Ontario
K8P 1B2
Telephone: (613) 962-8658

The dates for the 1984-85 sessions are as follows:

Three-week in-service sessions:

September 24 to October 12, 1984
November 12 to 30, 1984
January 14 to February 1, 1985
February 11 to March 1, 1985
April 22 to May 10, 1985
May 21 to June 7, 1985

One-week refresher course for graduates of the three-week sessions of previous years:

March 25 to 29, 1985

Information Days:

October 23, 1984
December 4, 1984
February 26, 1985
April 16, 1985

NOTE: An additional Information Day will be held during the week of January 14 to 18, 1985, if there is sufficient demand.

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Policy/Program Memorandum No. 59

Date of Issue: October 11, 1982 **Effective:** Until revoked or modified

Subject: PSYCHOLOGICAL TESTING AND ASSESSMENT OF PUPILS

Application: Directors of education
Principals of schools

When school boards are considering the provision of psychological services, the following principles should be taken into account:

1. Consistent with the Education Act and Regulations thereunder, where a school board chooses to provide psychological services, a role description and/or terms of employment satisfactory to the school board and the person(s) employed should recognize:

   a) that before any psychological assessment is undertaken, the pupil, if he or she is an adult, or a parent, or guardian, if the pupil is a minor, must be informed of the purpose, nature and possible implications of the procedures, and must provide prior written consent for such assessment, based on the information provided;

   b) that psychologists providing such service function under the administrative supervision of the appropriate supervisory officer and, where performing their duties in a school, are subject to the administrative authority of the principal;

   c) that psychologists perform their professional duties within the rules of conduct which govern their profession at large;

   d) that responsibility for action related to judgements and recommendations as a result of psychological assessments rests with the school board through the appropriate supervisory officer, in consultation with the parent and with the parent's approval;

   e) that any service described by the use of the words "psychological", "psychologist", or "psychology" should be offered only under the supervision of or by a duly registered psychologist.

2. Services designated by a board as educational assessment or testing are not governed by the provisions of the Psychologists' Registration Act. School boards in providing assessments may utilize a variety of procedures and tests.

3. Care should be exercised in protecting the confidentiality of information. Since the reports of psychological assessments conducted under the aegis of a school board are for the educational benefit of the pupil, the subsequent recommendations should be discussed with parents, principals and appropriate teaching personnel.

4. Consistent with Regulation 271, Pupil Records, reports may be placed in the pupil's record folder. With the concurrence of the principal, such reports may be removed upon request of a parent or guardian or, where he or she is an adult, the pupil. It is recommended that reports no longer conducive to improvement of the pupil's program be removed from the record folder by the principal.

5. In cases where reports or portions of reports of psychological assessments are to be shared with persons outside the employ of the board, it is essential that written permission be obtained from the parent of the pupil, or from the pupil, if he or she is an adult.

6. The administration and interpretation of the assessment must be made carefully, recognizing the impact of the pupil's culture and language facility on the results of the assessment. The assessment should be conducted in English for an English-speaking pupil and in French for a French-speaking pupil. If the pupil's first language is other than English or French and/or the pupil lacks facility in either of these languages, consideration should be given to postponing the assessment or, where possible, conducting the assessment in the child's first language.

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Policy/Program Memorandum
No. 76C

Date of Issue: June 18, 1984 **Effective**: Until revoked or modified

Subject: PROGRAMS PROVIDED BY A BOARD IN LIEU OF A PROVINCIAL SERVICE FOR DEAF, BLIND AND DEAF-BLIND EXCEPTIONAL PUPILS

Application: Directors of Education

Reference: This memorandum replaces Policy/Program Memorandum #76C, dated September 15, 1983.

Under the Education Act, every school board is required to provide special education programs for its resident pupils, regardless of their exceptionalities, by 1985. This requirement includes programs and services for exceptional pupils identified as visually handicapped and hearing impaired. Funding for such programs and services is provided through the Act's general funding provisions. Additional costs to the board are offset by Ministry grants for special educational programs and services.

In certain circumstances, a board may wish to establish a special education program of instruction and support services to serve blind, deaf, or deaf-blind exceptional pupils (resident-internal or non-resident pupils) comparable to that provided at provincial schools.

Such a program may be recognized as being in lieu of a provincial service, if it satisfies the following criteria:

1. The program is provided for exceptional pupils who would otherwise be in attendance at one of the provincial schools for the blind or deaf, i.e.;
   a) The W. Ross Macdonald School, Brantford
   b) The Sir James Whitney School, Belleville
   c) The Ernest C. Drury School, Milton
   d) The Robarts School, London.

In order for an exceptional pupil to be eligible for admission to one of these schools, the pupil must require a special education program because of a severe or profound visual or auditory handicap, or both, as certified by a legally qualified medical practitioner.

2. The program of instruction is provided by a teacher who has the qualifications necessary to teach the blind, deaf, or deaf-blind, as outlined in Ontario Regulation 268, Section 23.

   The teacher must:

   a) hold a certificate of qualification or a letter of standing to teach in an elementary school or secondary school in Ontario;

   b) hold the Diploma in Deaf Education granted by the Minister or qualifications in education of the deaf that the Minister considers equivalent; and/or

   c) have completed, or be actively engaged in completing, the requirements for the specialist qualification for teaching the blind, or hold qualifications in education for the blind that the Minister considers equivalent; and/or

   d) have completed, or be actively engaged in completing, the requirements for the specialist qualifications in education of the deaf-blind, or hold qualifications in education for the deaf-blind that the Minister considers equivalent.

3. The program and services provided by a board for blind, deaf, or deaf-blind exceptional pupils are, in the opinion of the Minister, a comparable alternative to those provided at one of the provincial schools for the deaf or the provincial school for the blind.

   In order to be deemed a comparable alternative, the board program shall:

   a) be provided for pupils who are educationally

      i) deaf, with a hearing threshold greater than 70 dB level, ANSI 1969, unaided; or

      ii) blind, i.e. braille user; or,

      iii) deaf-blind.

b) be provided to pupils who are organized in reasonably homogeneous groups, according to degree of exceptionality, age and individual needs. It is expected that exceptional pupils requiring such programs will spend at least 50 per cent of their school day under the direct instruction of the specialist teacher. An itinerant teaching program for blind, braille-using pupils may be considered a comparable alternative to a provincial school program if the pupils receive extensive support from a specialist teacher for the blind.

c) provide curricula which conform to Ministry policy and guidelines and which recognize the exceptional needs of the pupils involved.

d) be supported by educational services and materials which blind and/or deaf exceptional pupils require, such as hearing aids, audiological support, acoustically designed learning areas, and opportunities for consultation and evaluation by qualified, experienced educators of the deaf or blind. (Such assistance may be requested from the provincial schools).

Where a school board receives the Minister's approval for such a program in lieu of a provincial service, a grant will be paid to the board based on the number of teachers and the number of teacher-aides employed by the board for the provision of the program. The amounts which will be paid are specified in the General Legislative Grants regulation.

Only those teachers and teacher-aides directly employed in providing such approved programs will be considered in determining the amount of grant to be paid. However, in the case of blind-deaf pupils, the Minister may approve the grant for the employ of a teacher-aide(s) to perform the duties and functions of an intervenor for such deaf-blind pupils.

Requests for approval for grant purposes must be submitted to the Regional Director of Education annually, indicating:

a) The names, ages, and geographic area of the pupils to be served, accompanied by a statement from the superintendent of the appropriate provincial school regarding their admission eligibility;

b) The number of teachers to be employed in each area of exceptionality and the qualifications of each teacher;

c) The number of teacher-aides to be employed to assist these teachers;

d) A description of the program, including class size and organization;

e) A description of the support services to be provided.

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Policy/Program Memorandum No. 81

Date of Issue: July 19, 1984 **Effective:** Until revoked or modified

Subject: PROVISION OF HEALTH SUPPORT SERVICES IN SCHOOL SETTINGS

Application: Directors of Education
Superintendents of Schools
Principals of Schools

School boards, parents and local agencies have raised a concern regarding the provision of health support services to school-age children. This concern involves services that extend beyond educational services and are not included in the normal preventive health programs already provided by boards of health to school children.

As a result of a study of this matter, the Ontario Government has decided that the responsibility for ensuring the provision of such health support services will be shared among the Ministries of Education, Health, and Community and Social Services. Responsibility for the direct provision of these services at the local level will be shared by the school boards, the Home Care Program of the Ministry of Health, and agencies operating under the Ministry of Community and Social Services.

The attached chart, developed jointly by staff of the three ministries, summarizes the respective responsibilities.

The Home Care Program of the Ministry of Health, at the request of a school board, will be responsible for assessing pupil needs, and for providing such services as injection of medication, catheterization, manual expression of the bladder, stoma care, postural drainage, suctioning and tube feeding. The Ministry of Health will also be responsible for intensive physio-occupational and speech therapy, and for assisting school boards in the training and direction of school board staff performing certain other support services.

The Ministry of Community and Social Services will continue to be responsible for ensuring the provision of health support services in children's residential care and treatment facilities.

The school boards will be responsible for the administration of oral medication where such medication has been prescribed for use during school hours. For physically disabled pupils, the school boards will provide such services as lifting and positioning, assistance with mobility, feeding and toiletting, and general maintenance exercises. Boards will also continue to be responsible for necessary speech remediation, correction and habilitation programs.

School boards should establish or update their policies for the provision of these support services. Such policies should define administrative procedures, personnel roles, and routine safeguards. The local boards of health, local Home Care Program administrators, and local medical societies can provide valuable assistance in the development of such policies. The procedures for the administering of oral medication, in particular, should provide:

1. That such procedures be applied only to those services, requested by the parent and prescribed by a physician or other health care professional, which must be provided during school hours.

2. That a request for the service and the authorization to provide such service be made in writing by the parent and the physician, specifying the medication, the dosage, the frequency and method of administration, the dates for which the authorization applies, and the possible side effects, if any.

3. That the storage and safekeeping requirements for any labelled medication be stated.

4. That a record of administration be maintained which includes the pupil's name, date, time of provision, dosage given, name of person administering, etc.

5. That the telephone numbers of the parent and physician be readily accessible in the school.

6. That the medication be administered in a manner which allows for sensitivity and privacy and which encourages the pupil to take an appropriate level of responsibility for his or her medication.

The assignment of these responsibilities is not intended to replace the provision of services which some school boards have already established and may choose to continue. The implementation of this policy, however, does ensure that, by 1985, no school-aged child should be denied access to education because of special health support needs during school hours.

Implementation of these services is expected to begin September 1, 1984, with full provision of services by September 1, 1985.

The designation of roles and responsibilities for health support services in school settings does not preclude, in emergency situations, the provision of a health service by designated school board personnel, administered in accordance with section 52(2a) of the Health Disciplines Act and section 10(c) of the Drugless Practioners Act, and under the policies and procedures of the school board concerned.

Should a need develop for a service which has not already been designated, the matter should be referred by the school board to the Ministry of Education for its consideration in consultation with the Ministry of Health.

School boards will be informed as soon as possible of the procedures to be followed in obtaining the designated health support services from the Home Care Program of the Ministry of Health.

Attachment

MODEL FOR PROVISION OF SCHOOL HEALTH SUPPORT SERVICES

Policy/Program No. 81

Support Service	Administered by	Provided by	Training and Direction	Consultation
I. Oral Medication	Pupil as authorized or	Pupil	Attending Physician	local Board of Health
	Parent as authorized or	Parent	Attending Physician	local Board of Health
	Aide or other personnel	School Board	School Board/Physician	local Board of Health
II. Injection of Medication	Pupil as authorized or	Pupil	Attending Physician	local Board of Health
	Parent as authorized or	Parent	Attending Physician	local Board of Health
	Health Professional	Ministry of Health	Ministry of Health	School Board
III. °Catheterization	Health Professional	Ministry of Health	Ministry of Health	School Board
°Manual expression of bladder/stoma	"	"	"	"
°Postural drainage/ suctioning	"	"	"	"
°Tube feeding	"	"	"	"
IV. °Lifting and positioning	Aide or other personnel	School Board	School Board and Ministry of Health	Ministry of Health
°Assistance with mobility	"	"	"	"
°Feeding	"	"	"	"
°Toiletting	"	"	"	"
V. °Therapies:				
a. Physio/Occupational:				
°Intensive clinical (treatment)	Qualified therapist	Ministry of Health	Ministry of Health	Ministry of Health
°General maintenance exercises	Aide	School Board	Ministry of Health	Ministry of Health
b. Speech:				
°Speech pathology (treatment)	Speech Therapists/ Pathologists	Ministry of Health	Ministry of Health	Ministry of Health
°Speech correction and remediation	Speech and Language Teachers	School Board	School Board	Ministry of Health
VI. °All Services in Children's Residential Care/ Treatment Facilities	Aides/Health Professionals	Ministry of Community and and Social Services	Ministry of Community and and Social Services	Ministry of Health

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Financial/Architectural Memorandum
No. 4

Date of Issue: January 20, 1984 **Effective:** Until revoked or modified

Subject: APPROVAL OF PERSONALIZED SPECIAL INSTRUCTIONAL EQUIPMENT

Application: Directors of Education

Reference: This memorandum replaces Financial/Architectural memo #4, revised 1982.

Under certain circumstances the Ministry of Education will consider school-board requests for grants for special instructional equipment to meet the individual needs of a disabled pupil.

Regional Directors of Education may approve a portion of the cost for grant purposes; school boards are not required to follow capital grant procedures in these cases. The cost of such equipment shall be paid for in one year and the approved amount may be recognized as extraordinary expenditure.

School boards should submit applications for special instructional equipment by letter to the Regional Director of Education, accompanied by a statement substantiating its need from a clinical specialist in the field of disability concerned, and a description of the type and cost of the equipment.

The Regional Director of Education may approve part or all of the request.

In July 1982, the Ministry of Health introduced a new program to assist parents with the cost of purchasing assistive devices for young people 18 years of age or younger.

Inquiries about devices such as hearing aids, wheelchairs, scooters, artificial body parts, braces, positioning devices, genito-urinary and ostomy drainage supplies, and respiratory equipment and supplies may be directed to Assistive Devices Program, Ontario Ministry of Health, 15 Overlea Boulevard, Toronto, Ontario or call 1-800-268-6021 (Toll free) or 963-1959 (Toronto). The Ministry of Health pays 75% of the cost of eligible assistive devices.

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Financial/Architectural Memorandum
No. 14B

Date of Issue: November 18, 1982 **Effective:** Until revoked or modified

Subject: FUNDING OF EDUCATION PROGRAMS FOR PUPILS IN GOVERNMENT APPROVED CARE AND/OR TREATMENT FACILITIES

Application: Directors of Education

The Ministry of Education believes that the education of pupils who may be required to attend a government-approved facility on a residential or day-treatment basis for care and/or treatment purposes must not suffer because of their special needs.

It is essential that the staff of these facilities and school officials jointly develop suitable arrangements and plans for the provision of education programs for those persons attending these facilities. As far as possible, these persons should attend regular or special classes in local schools. Where this is not possible, suitable education programs which recognize the primacy of the care and/or treatment needs may be provided by the school board within the facilities.

Placement of Teachers in a Care and/or Treatment Facility

School boards may enter into written agreements at the request of government-approved care and treatment facilities located within their jurisdiction, to provide educational programs in the facilities for those pupils who cannot attend local schools because of their need for care and/or treatment. A school board may employ one or more duly qualified teachers to provide an educational program in these facilities.

Where a school board and a government-approved care and/or treatment facility enter into an agreement for the provision of an educational program in the facility, the facility must provide one or more suitable classrooms in the facility for the education program, as well as the necessary support staff to maintain the care and/or treatment programs, as required, while the pupil is in the educational program.

Funding

The cost incurred by a board as a result of the employment of teachers to provide such educational programs may be approved for grant purposes by the Minister of Education. Where approved, the Ministry of Education will reimburse the school board in accordance with the grant regulation for:

(i) the salary of the teacher and related employee benefits;

(ii) an additional amount per teacher in respect of the expenditure of a board for administrative, consultative and supervisory services, and for the purchase of instructional supplies for such programs. (The maximum amount for 1982 is $1600 per teacher);

(iii) an additional amount per classroom in the facility for the approved portion of the expenditure for furniture and equipment. (The maximum amount for 1982 is $3300 per classroom).

NOTE: Eligible government-approved care and/or treatment facilities are listed in the General Legislative Grants regulation.

Educational consultation and supervision will be available to the teachers from the supervisory officer of the school board. The supervisory officer of the board (or a designate) and the director of the facility will consult regularly to ensure that the actions of all staff meet the needs of each pupil.

Role of the Teacher

A teacher employed to provide an educational program in a care and/or treatment facility may be required to perform any or all of the following duties:

(i) provide classroom instruction for pupils in the facility;

(ii) collect information about the child from the school board and transmit it to staff of the facility;

(iii) act as a member of a diagnostic, assessment and treatment team;

(iv) provide treatment and care staff with information regarding the school system which may assist in decision-making regarding discharge, program development and communication contacts;

(v) develop education programs (in co-operation with the staff of the facility and staff of the receiving school) for pupils who may be returning to their local schools;

(vi) provide and interpret information to school officials based upon the findings of the staff of the facility;

(vii) supervise the educational program.

Teachers performing these types of duties are expected to maintain contact with all boards which would normally have jurisdiction over the pupils attending the facility.

Attendance in Local Schools

Where a pupil who is a resident of an approved facility is able to attend a local school, the board may designate that pupil as either "resident-internal" or "non-resident".

(i) For each pupil designated as a non-resident pupil, the Minister of Education pays the school board an amount equal to the cost of education in accordance with the General Legislative Grants regulation. Where the pupil is placed in a high cost special education program, a high cost factor may be applied as provided in the Calculation of Fees for Pupils regulation. In applicable cases the high cost factor may be negotiated between officials of the school board and the regional office of the Ministry of Education.

(ii) Where a pupil from an approved facility is designated as a "resident-internal" pupil of the board, that pupil is included in the board's total enrolment. In such cases, funding is provided under the regular grant structure.

NOTE: Eligible government approved care and/or treatment facilities are listed in the General Legislative Grants regulation.

Transportation

(i) A school board may provide transportation to and from school for resident pupils of the board and for pupils for whom the Minister pays the cost of education.

(ii) For a person who is qualified to be a resident pupil of the board, a school board may provide transportation to and from

- a centre classified as a Group K hospital under the Public Hospital Act,
- a facility designated under the Developmental Services Act,
- a psychiatric facility designated under the Mental Health Act,
- a children's mental health care centre approved under the Children's Mental Health Act.

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Financial/Architectural Memorandum
No. 18

Date of Issue: June 6, 1984 **Effective:** Until revoked or modified

Subject: GRANTS TO SCHOOL BOARDS FOR FRENCH-AS-A-FIRST-LANGUAGE PROFESSIONAL DEVELOPMENT

Application: Directors of Education
Principals of Schools

Many school boards serving French-speaking students experience difficulty in acquiring the services of French-speaking educators with the qualifications to meet their specific needs. For this reason, the Ministry of Education awards grants to assist such boards in providing professional development programs for staff educators in French-language instructional units as established under Part XI of the Education Act. These programs must involve full-time university-level studies or their equivalent. Priority will be given to grant requests relating to studies in special education and computer education.

Conditions for awarding of grants

The school board must pass a motion stating that the proposed full-time study program meets a priority need of the board. The text of that motion must accompany the application.

The board must also inform the ministry of the planned use of the expertise acquired during the study program.

The ministry will give preference to programs given in French, but will recognize the limited availability and accessibility of such courses in considering grant applications.

The educators selected by the boards must already hold a university degree and be assigned to one or more French-language instructional units of the board (French as a first language).

The grants must not be used to fund the sabbatical leave programs currently offered by some boards.

Amount of grants

Individual grants will not exceed $30,000. The amount of the grant will be determined through consideration of:

- the cost of replacing the educator in his or her current functions;
- the salary of the educator;
- the board contribution; and,
- the contribution of the educator.

A school board may submit more than one request.

Submission deadline

The attached application form must be returned to the Student Awards Branch by June 29, 1984. Requests received after that date will only be considered if funds remain available.

Enclosure

2. Memoranda from Related Ministries

Ministry	Subject	Issue Date
Ministry of Health	Update in Assistive Devices Program	84/01/04

Ontario Ministry of Health
Assistive Devices Program
January 4, 1984

UPDATE IN ADP

Visual And Communication Aids

On February 13, 1984, the Assistive Devices Program, of the Ontario Ministry of Health, will begin providing to Ontario residents who are 18 years of age and under and have a chronic illness or disability, approximately 75% of the cost of visual and communication aids. The Program will reimburse expenditures retroactively to January 1, 1984.

ADP currently covers wheelchairs and other mobility aids, prostheses, orthoses (including specialized seating systems, custom fabricated shoes and anti-burnscar splints), hearing aids, gentio-urinary and ostomy drainage supplies, and respiratory equipment and supplies.

Eligible visual aids will include optical aids (magnifiers, telescopic systems); reading systems (closed circuit TV enlargers); orientation and mobility devices (sonic guides, mowat sensors, canes); sight-substitution - communication aids (braillers, talking calculators, opticons); and adaptations to specialized medical equipment.

Communication aids covered by the Program are alternate/augmentative aids such as communication boards, speech synthesizers; signalling aids used to get attention; recording aids which replace written communication; and speech and voice aids such as an artificial larynx voice amplifier or palatal lifts and obturators.

In order to have 75% of the cost of equipment covered, the young person must be first assessd by a physician. The physician would then refer the client to an appropriate authorizer who would work with tne young person and the family to determine the exact specifications of the needed equipment.

Once an ADP Authorization Form is complete, the equipment may be purchased from a vendor of choice (except where otherwise specified).

Authorizers for visual aids are ophthalmologists, optometrists and orientation and mobility instructors. Authorizers for communication aids vary with the type of equipment needed.

Palatal lifts and obturators are specified at Cleft-Palate Maxillofacial Clinics; other speech and voice aids such as amplifiers and artificial larynx are authorized by speech pathologists; all other communication aids may only be specified at one of the Authorized Augmentative Communication Clinics.

Workshops providing general information on ADP, with particular emphasis on the new catagories of visual and communication aids have been scheduled. Following the introductory session, an in-depth session on becoming an authorizer for visual aids will be offered. (There is no fee.) If you wish to attend an ADP workshop, you are asked to pre-register by calling 1-800-268-6021 (toll free) or 963-1957 in Toronto. Please talk with Debbie Ceasar.

Sudbury - Monday, January 30, 7-10 p.m. at the Laurentian Hospital in classroom #2;

Brantford - Thursday, February 2, 7-10 p.m. and Friday, February 3, 1-4 p.m., at the W. Ross Macdonald School on Highway 2 (Brant Avenue);

Ottawa - Tuesday, February 7 , 1984, 7-10 p.m., Nepean High School at 574 Broadview Avenue West in the lecture room;

Toronto - Monday, February 13, 1984, 7-10 p.m. Hospital for Sick Children in the large lecture theatre on the first floor (one floor up from street level on the University Avenue side).

In-depth sessions for those who are becoming authorizers in communication aids will be announced shortly. Those becoming authorizers for communication aids need not attend the introductory sessions listed above.

For further information concerning the Program or the Workshops, please telephone the Assistive Devices Program toll free 1-800-268-6021 or in Toronto 963-1957 or write:

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3. Ministry of Education Regional Offices

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